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ABSTRACT

Results are presented from a study conducted to assess the space needed for educational programs at Santa Fe Community College (SFCC). Introductory material presents a background to the establishment of SFCC following a 1983 voter referendum; outlines SFCC's mission and goals; and highlights the college's institutional organization. The following sections present a profile of the area to be served by SFCC and a projection of college enrollments. Next, SFCC's educational program areas and their objectives are presented, including pre-baccalaureate, career, developmental, community services, cultural enrichment, and student services programs. Then, estimates are provided of instructional space needs and utilization based on computer projections of space requirements for 1990 and 2000. Next, a detailed space analysis for SFCC facilities is presented, which includes guidelines relating to design and construction, detailed space specifications for proposed functional areas, and criteria applicable to each area. The following sections present criteria and requirements for the location of the SFCC campus, costs and methods of financing the construction of the college, and prospects for future expansion. Appendices include a list of occupational programs, demographic data for Santa Fe, and comments from the SFCC Board. (HB)

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ED238458

# SANTA FE COMMUNITY COLLEGE

## FACILITIES SPACE NEEDS STUDY

Prepared for:

Santa Fe Community College Board

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October 1983

JC 830 516

## FORWARD

The purpose of this Facilities Space Needs Study is to give expression to the Santa Fe Community College (SFCC) Board's philosophy of education and delivery of those services to the public. Though the study makes assumptions relative to long-range issues, it is in fact a "Special Needs Study," not a comprehensive "Long-Range Educational Plan."

Moreover, this study provides information to qualify SFCC for any legislative monies for architectural design work or construction that may become available, as well as to support a request to citizens of the District for a positive referendum for campus construction funds.

This Space Needs Study presents the total first phase construction need of core facilities for SFCC to serve a full range of educational services. The proposed spaces with some specialized equipment will have the flexibility to serve any developing course or program.

Facilities are essential for achieving SFCC's objectives to provide comprehensive educational programs in pre-baccalaureate, vocational-technical and developmental education, community service and cultural enrichment. It is the goal of the College to create a learning and sharing environment where each individual will have an opportunity to experience success regardless of entry skills or personal background. It is the aim of the College to be a place where people can find stimulation to enrich their lives and increase their productivity; to be a reflection of the history, traditions and cultural diversity of this community.

Santa Fe
Community College

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# ACKNOWLEDGEMENT

October 1983

This study identifies the spaces needed for educational programs which will bring to reality the aim of Santa Fe Community College: to provide quality educational services to the citizens of Santa Fe.

A special thanks is due the entire staff and Board of Santa Fe Community College for the concentrated, cooperative and professional efforts they directed during a busy period to the preparation of this Facilities Space Needs Study.

The SFCC Board members were interviewed individually. Their opinions were important to the development of this document as they will be to the later design of the SFCC campus. The project was coordinated by the SFCC Director of Planning and Research, Rosalie Bindel. Agnes Rivera completed the difficult task of document compilation.

Other faculty and staff whose research and recommendations helped in developing this study include: Adrian Bustamante, Arts and Science Division Head; Patricia Clark, Business and Occupations Division Head; Mike Costello, Admissions and Records Director; Anthony Garcia, Dean of Students; Debra Halsey, Community Relations Coordinator; Consuelo Juarros, Recruitment and Student Development Coordinator; Gloria Lewis, Community Services Director; Meredith Machen, Developmental Studies Division Head; John Pacheco, Dean of Instruction; Rebecca Phillips, Guidance Services Director; and Tom Wilson, Dean of Administration.

All of these contributions are acknowledged and appreciated.

William C. Witter

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Dr. Joe L. Hernandez, *Chairman* — Gene Fulgenzi, *Vice Chairman* — Gloria M. Lopez Gomez, *Secretary*
Albert "Al" Romero, *Member* — Michael Francke, *Member* — William C. Witter, *President*

Facilities Space Needs Study

for

Santa Fe Community College

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# BACKGROUND / HISTORY

Recognition of Santa Fe's need for a low-cost, public two-year college first took root in the 1970s. Discussion continued to grow until 1980 when the Santa Fe Board of Education conducted a study in which the local citizens showed a definite desire for a community college and a willingness to help support one financially. The Santa Fe Public School Board then proceeded with coordinating efforts to establish a community college.

On February 2, 1983, the School Board called for a referendum in which the citizens voted overwhelmingly in favor of establishing a community college and voted to help support one through a local tax levy.

The following month, the 1983 New Mexico Legislature formally recognized the community's wishes and appropriated start-up and first-year operating funds totaling $1.5 million (signed into law by Governor Toney Anaya on April 5, 1983). The first governing board was appointed March 30, 1983, to operate what became known as Santa Fe Community College (SFCC). SFCC opened its doors to students for the first time on September 12, 1983.

Soon after it was established, the College set up temporary offices at the New Mexico School for the Deaf before moving into its present location in the Joseph E. Valdes Industrial Park in southwest Santa Fe. The College is leasing a 27,000 square foot building from the City of Santa Fe until a new college campus is developed.

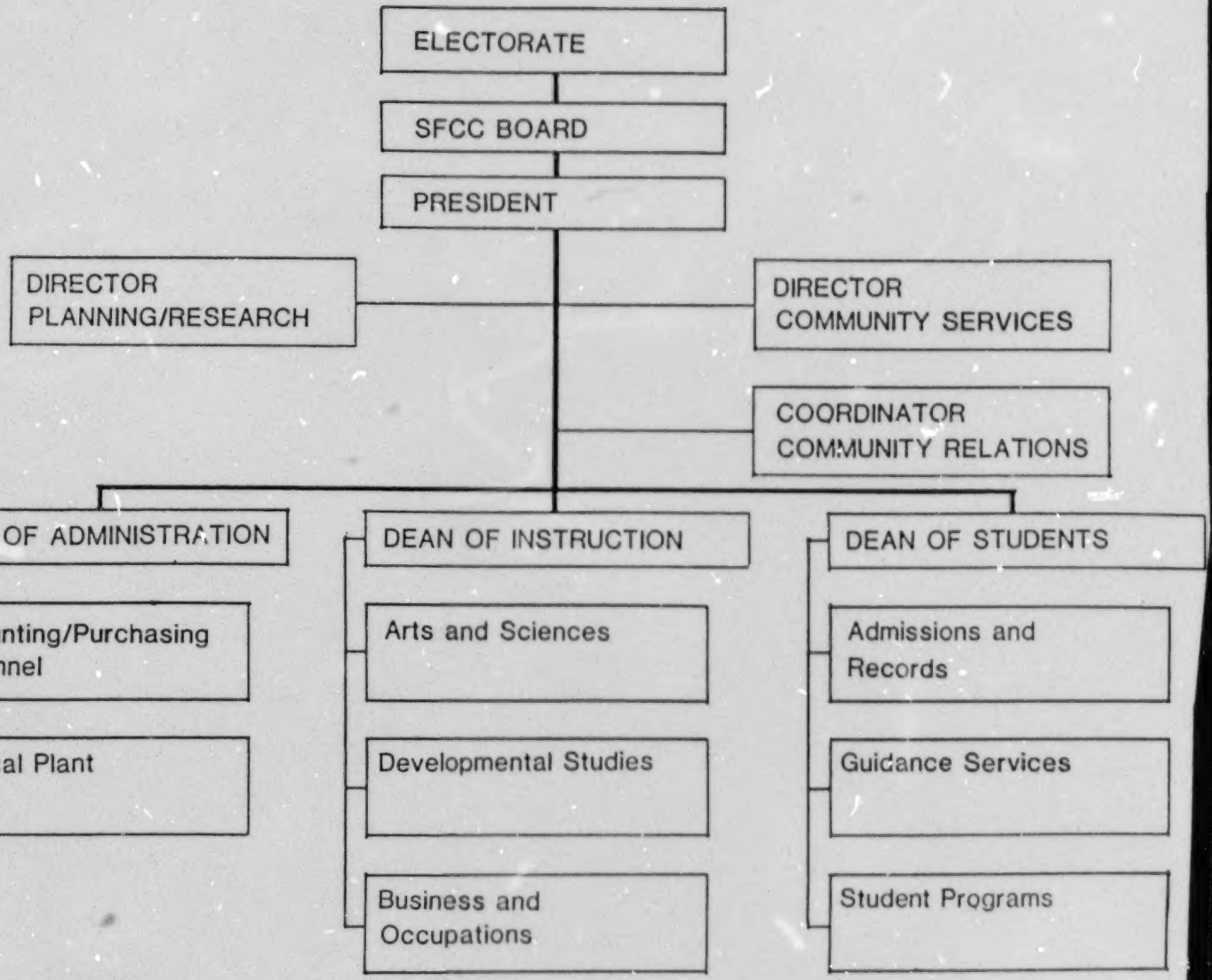
# MISSION AND GOALS

The mission of Santa Fe Community College (SFCC) is to provide for members of the community quality learning experiences which will assist them to live effectively as workers, family members and citizens. The College aims to provide an education that aids each individual in attaining a high level of cultural, intellectual, physical and social development, and a high level of technical competence. To accomplish this purpose, SFCC offers at low cost to students the following types of educational programs: occupational, transfer, general education, developmental education, guidance and community services.

SFCC has developed the following goals towards fulfilling its stated mission.

1. To provide a general education program, allowing students to transfer to an institution that grants baccalaureate degrees or to complete college studies with an associate degree granted by the College.
2. To provide occupational education and training in the technologies, business careers and health and public services at a semi-professional level leading to the preparation for the diversified employment demands of business, industry and government.
3. To provide developmental education programs through which students may acquire the basic verbal, quantitative and cognitive skills necessary for the successful completion of college level work.
4. To provide community services programs in areas of business/professional training, personal development and cultural and recreational activities.
5. To maintain the educational open enrollment admissions policy for all prospective students who desire and can benefit from learning opportunities.

6. To provide a broad program of student advising, counseling, testing, financial aid, career planning and human development services readily accessible to all students.
7. To provide for efficient and prudent financial management of the College without impairing the quality of services.
8. To provide an appealing educational environment adequate for present and future enrollments that is affordable and accessible to students.




# INSTITUTIONAL ORGANIZATION

SANTA FE COMMUNITY COLLEGE

# SERVICE AREA PROFILE

The boundaries of the Santa Fe Community College District are identical to the boundaries of the Santa Fe Public School District. The College District covers most of Santa Fe County and consists of 1,080 square miles.

Santa Fe County is situated in north central New Mexico and is bounded on the east by San Miguel and Mora counties; on the west by Los Alamos County; and on the south by Torrance County.

Santa Fe County sits at an elevation of 7,000 feet and is characterized by high semi-desert plateaus with alpine mountains on the eastern and western edges.

The county's economy is influenced by substantial government employment, retail trade, tourism and service activities located in the City of Santa Fe, the largest population center in the county. The City of Santa Fe serves as the county seat as well as the state capital and is the main trade and service center for most of north central New Mexico. While state, county and federal government and tourism are the foundations of the economy, other major employers include the public schools and hospitals.

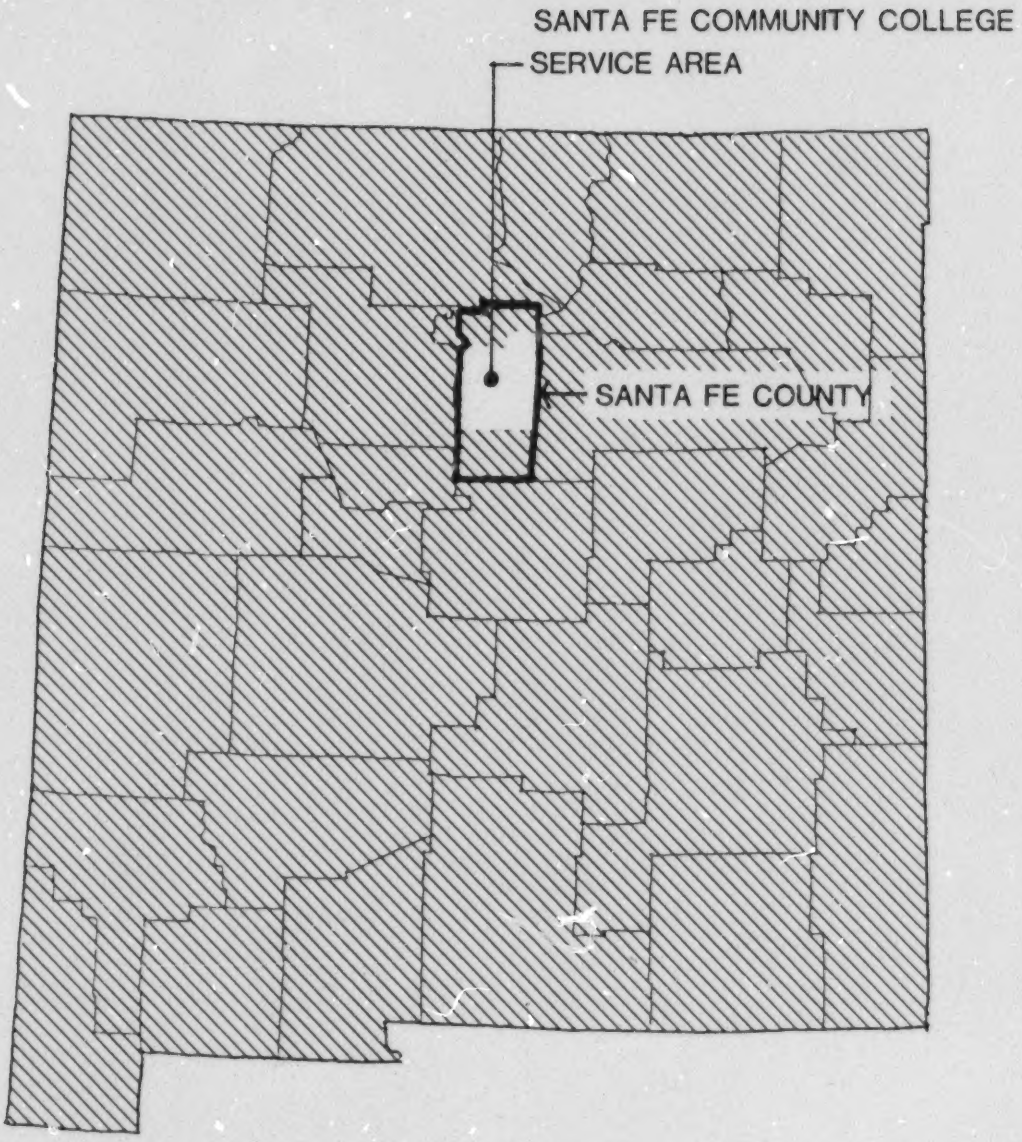
The population of the College District is 69,276, which represents 92 percent of Santa Fe County's population of 75,360 (according to 1980 census figures). The City of Santa Fe's population is 48,953.

It is expected that the College will serve the entire Santa Fe County and the extreme southeast corner of Rio Arriba County. Therefore, population projections for the service area are based upon Santa Fe County population projections made by the Bureau of Business and Economic Research at the University of New Mexico.

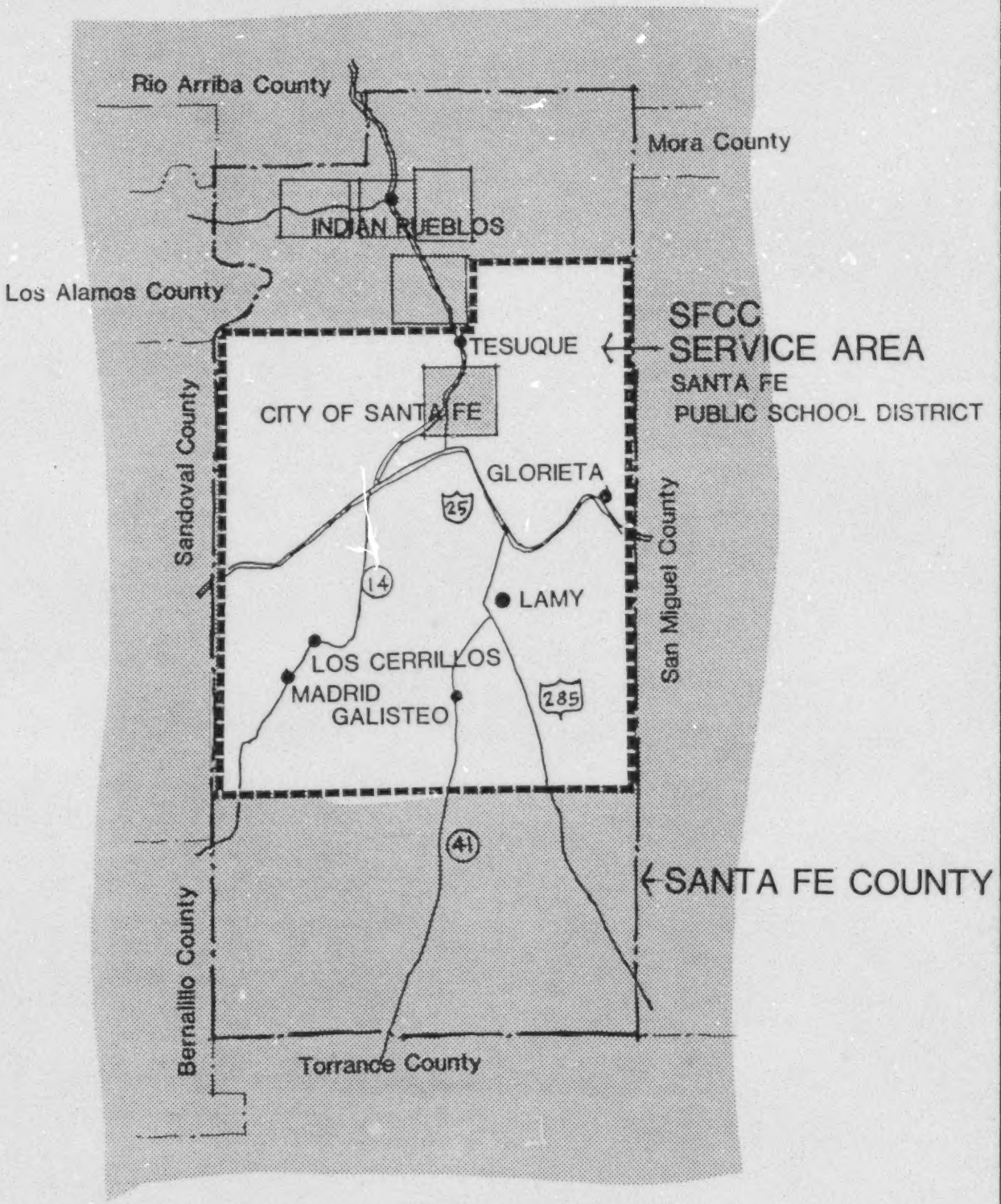
Santa Fe County has shown steady growth since 1910. Although the population growth was minimal between 1910 and 1930, it grew by an average of more than 25 percent every decade since 1930. The growth rate from 1970 to 1980 was 38 percent.

The Bureau of Business and Economic Research has projected that Santa Fe County's population growth will slow down during the remainder of the century. The Bureau projects a 7 percent increase in population by 1985; a 6.5 percent increase by 1990; a 4 percent increase by 1995; and a 3.5 percent increase by 2000. Current conditions in Santa Fe County indicate that these growth rates may be conservative.

According to 1980 census figures, the breakdown by sex of Santa Fe County's population is 36,946 males and 38,414 females. The median age of males is 28.7 and the median age of females is 29.9. Those of Spanish origin equal 41,865 and those not of Spanish origin equal 33,495.




# SERVICE AREA
SANTA FE COMMUNITY COLLEGE




# SERVICE AREA

SANTA FE COMMUNITY COLLEGE

SANTA FE COMMUNITY COLLEGE
Service Area Population Projection Table

29 August 1983

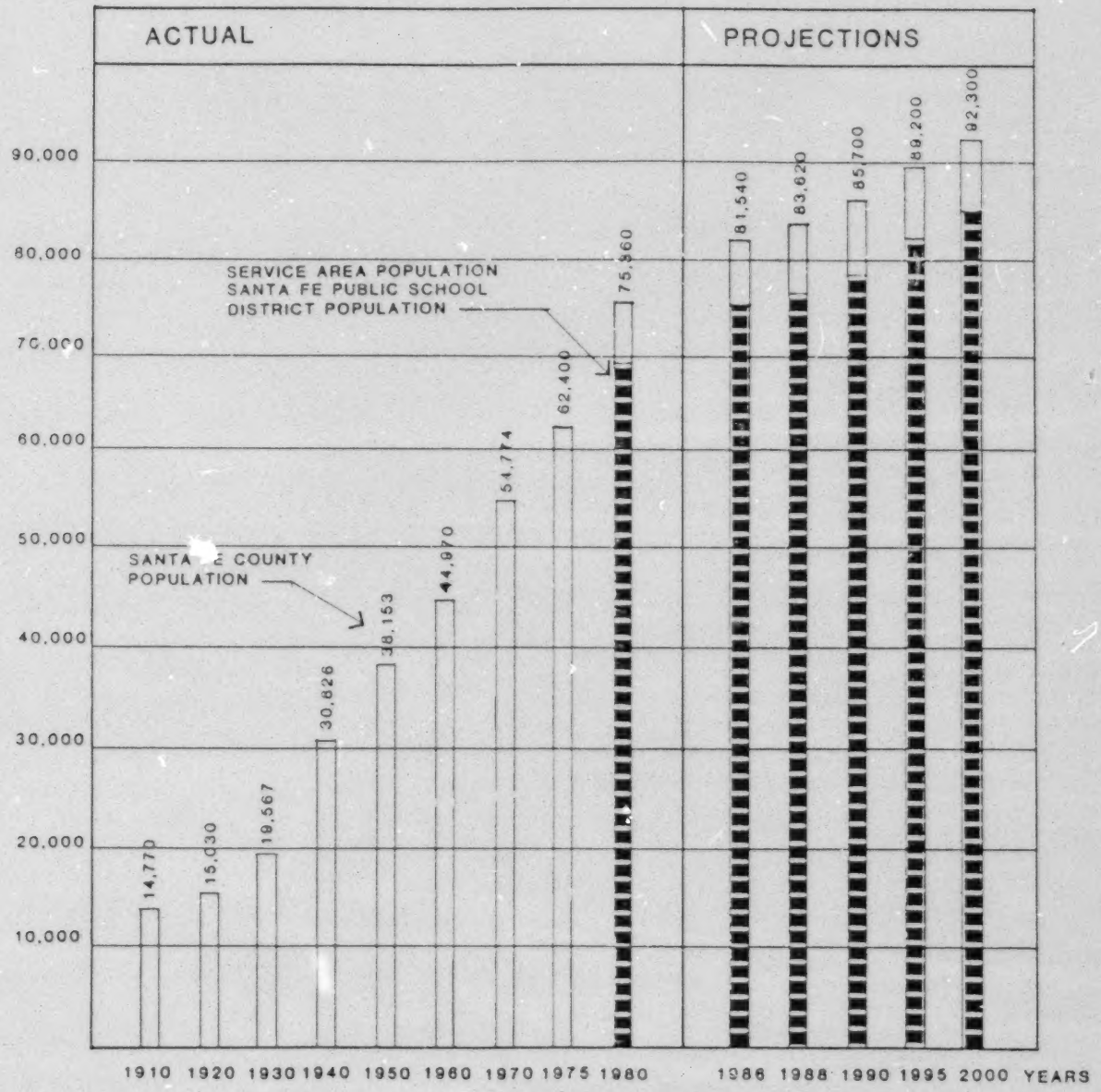
| Year | Santa Fe County Population | Santa Fe Public School District - Population*** |
|---|---|---|
| 1980 | 75,360* | 69,276 |
| 1981 | 76,388 | 70,277 |
| 1982 | 77,416 | 71,222 |
| 1983 | 78,444 | 72,168 |
| 1984 | 79,472 | 73,114 |
| 1985 | 80,500** | 74,060 |
| 1986 | 81,540 | 75,017 |
| 1987 | 82,580 | 75,974 |
| 1988 | 83,620 | 76,930 |
| 1989 | 84,660 | 77,887 |
| 1990 | 85,700** | 78,844 |
| 1991 | 86,400 | 79,488 |
| 1992 | 87,100 | 80,132 |
| 1993 | 87,800 | 80,776 |
| 1994 | 88,500 | 81,420 |
| 1995 | 89,200** | 82,064 |
| 1996 | 89,820 | 82,634 |
| 1997 | 90,440 | 83,205 |
| 1998 | 91,060 | 83,775 |
| 1999 | 91,680 | 84,346 |
| 2000 | 92,300** | 84,916 |

Notes:

*Actual population - source: U.S. Census
**Estimate population - source: Bureau of Business and Economic Research, University of New Mexico, January 1983.
***Santa Fe Public School District population after year 1981 represents 92% of Santa Fe County estimated populations.

[ ] Indicates years utilitized for FTE enrollment projections.

All county population projections between years 1985, 1990, 1995 and 2000 were achieved by equally dividing the population growth for each intervening year.




## SERVICE AREA POPULATION

SANTA FE COMMUNITY COLLEGE

SANTA FE PUBLIC SCHOOL DISTRICT

# ENROLLMENT PROJECTIONS

Projecting future enrollments for community colleges is difficult. This task becomes increasingly difficult for newly established colleges, such as Santa Fe Community College.

Many factors influence enrollment and enrollment patterns such as: population growth within the service area; number of recent high school graduates and age groupings of population; quality of faculty and administrative staff (i.e. reputation of the college); number and types of educational programs; economic conditions; appeal of physical facilities; distance of campus from population to be served; and proximity to other post secondary institutions. These factors become so intertwined it is impossible to isolate or determine what specific impact each has on enrollment. In an attempt to simplify the analysis and projection process, factors listed have been grouped into two major categories: 1) population growth within the service area; and 2) how the service area's educational needs will be served by the college.

This section will make future FTE (Full Time Enrollment) projections based upon future projected population of the college's service area, as identified in the "SERVICE AREA PROFILE" section, and past FTE historical data from a selected list of similar New Mexico community colleges. The past historical data from these New Mexico institutions must be utilized because Santa Fe Community College has no past enrollment history.

The chart entitled "Yearly FTE/Service Area Population Data Chart for New Mexico Community Colleges" outlines the growth of the New Mexico community colleges during the past seven years. This chart identifies yearly FTE for each institution and provides a breakdown of yearly academic and vocational FTE with the percentages of each to the total FTE. The relationship between yearly FTE enrollments (total enrollment--academic and vocational) and service

area population is expressed in terms of a ratio identifying how many individuals within the service area it requires to generate our yearly FTE. (Example: Dividing the Alamogordo 1975-76 service area population of 42,500 by the total yearly FTE of 653 provides a ratio of 65.08. This means it took 65.08 individuals within the service area to generate one total yearly FTE. The same process is utilized to achieve both the academic and vocational ratio.) The percentage increase or decrease between each year is identified on the lines entitled "Difference." Overall, totals and averages for the aggregate of colleges is contained at the end of the chart.

This chart provides a valuable overview of the growth pattern of New Mexico community colleges, both on an individual basis and a combined basis. Two major patterns are worth noting. First, the percentage increase in enrollment growth for all institutions as a whole has far exceeded the population growth rate of the service areas as a whole. Between 1975 and 1982 the service area population increased from 398,814 to 505,423, which represents an increase of 26.7%. During the same time frame, the total yearly FTE increased from 5913 to 8427, which represents an increase of 42.5%. This indicates the community colleges of New Mexico are attracting a higher percentage of students in 1982 than they did in 1975. Secondly, the vocational programs are attracting students at a faster rate than academic programs. In 1975-76, vocational FTE enrollment accounted for 33% of the total FTE and academic FTE enrollment accounted for 67%. These percentages in 1982-83 were 41% for vocational and 59% for academic.

Santa Fe Community College Yearly FTE Enrollment Projections

Santa Fe Community College first offered courses in the Fall of 1983. While final FTE enrollment figures are not available, all indications are that the College's first semester will achieve approximately 350 FTE, and first year FTE of approximately 400.

Utilizing the 1983 service area population of 71,222, the first year's operation would achieve a ratio of 180. The following table outlines yearly FTE growth to the year 2000 based upon the service area population growth only.

| Year | Service Area Population | Ratio | Yearly FTE |
|---|---|---|---|
| 1986 | 75,017 | 98 | 758 |
| 1988 | 76,931 | 87 | 884 |
| 1990 | 78,844 | 75 | 1051 |
| 1995 | 82,064 | 60 | 1368 |
| 2000 | 84,916 | 55 | 1544 |

The above chart identifies future yearly FTE growth rate due only to a population increase in the service area.

The 1982-83 average of yearly FTE to population ratio of New Mexico community colleges is 60 compared to Santa Fe Community College's present 180. This indicates the College's growth will be much stronger, and in years to come should approximate the present ratio of 60.

The study entitled Report of a Survey on the Feasibility of Creating a Junior College District in Santa Fe, New Mexico by Dr. Bill J. Priest indicates there is a positive climate for a community college in the Santa Fe area. There is no reason to anticipate that Santa Fe Community College will not show as strong a growth pattern as other New Mexico community colleges.

The following chart identifies anticipated yearly FTE for the years 1986, 1988, 1990, 1995 and 2000. The chart contains three projections titled "Low Yearly FTE Projections," "Mid Yearly FTE Projections" and "High Yearly FTE Projections." This report will utilize the "Mid Yearly FTE Projections"; in the future to be referred to as "Yearly FTE Projections" for space projection.

The yearly FTE projections start in 1986 with a ratio of 98, and increase to 55 in 2000. It is not anticipated that Santa Fe Community College will achieve the present state average of 60 until 1995.

The breakdown between vocational and academic yearly FTE is based upon course offerings as outlined in the section entitled "Educational Programs." The following identifies the percentage breakdown of academic and vocational to the total:

| Year | Vocational % | Academic % | Total % |
|---|---|---|---|
| 1986 | 29 | 71 | 100 |
| 1988 | 35 | 65 | 100 |
| 1990 | 38 | 62 | 100 |
| 1995 | 38 | 62 | 100 |
| 2000 | 38 | 62 | 100 |

The final percentage of 38/62 approximates the present New Mexico average of 46/54 vocational/academic breakdown. Santa Fe will probably not achieve the statewide average, but will show a slightly higher academic percentage because of its socio-economic makeup.

Santa Fe Community College Enrollment Breakdown

The projection of instructional space needs requires a more detailed breakdown of projected enrollment. To understand what types and numbers of specific spaces are required to accommodate the Santa Fe Community College curriculum, it is necessary to project specific enrollments for specific courses.

The following chart identifies FTE enrollments for the nine clusters for the years 1986, 1988, 1990, 1995 and 2000. These projections are made based upon a percentage basis of the total yearly FTE enrollment projections. The percentage for each cluster was developed based upon anticipated course offerings of the College and breakdowns of curriculum from similar New Mexico institutions. (Example: In 1986, it is anticipated that the Business Cluster will generate

12% of the total yearly FTE. The 1986 yearly FTE is projected to 758; therefore, the Business Cluster is projected to generate 91 yearly FTE.)

The yearly FTE projections identify the number of FTE generated on a yearly basis. To project instructional space requirements, it is necessary to know the enrollment for a given course at a given point in time, preferably at a point in time when space needs are the greatest. This point in time for most established community colleges is the fall semester. Historically, New Mexico community colleges generage from 88% to 92% of their yearly FTE in the fall semester, and the spring semester generally ranges from 80% to 88%.

The "FTE Projection Breakdown by Cluster" chart identifies fall semester FTEs for each cluster, based upon 90% of the yearly FTE for that cluster.

SANTA FE COMMUNITY COLLEGE
LOW YEARLY FTE PROJECTIONS
DATE 9/19/83 CODE PSFE1

| YEAR | SERVICE POPULATION | ACADEMIC RATIO | ACADEMIC FTE | VOCATIONAL RATIO | VOCATIONAL FTE | TOTAL RATIO | TOTAL FTE |
|---|---|---|---|---|---|---|---|
| 1986 | 75,017 | 154 | 488 | 375 | 200 | 109 | 688 |
| 1988 | 76,931 | 149 | 516 | 277 | 278 | 97 | 793 |
| 1990 | 78,844 | 137 | 575 | 224 | 352 | 85 | 928 |
| 1995 | 82,064 | 113 | 727 | 184 | 445 | 70 | 1,172 |
| 2000 | 84,916 | 105 | 810 | 171 | 496 | 65 | 1,306 |

SANTA FE COMMUNITY COLLEGE
MID YEARLY FTE PROJECTIONS
DATE 9/19/83 CODE PSFE2

| YEAR | SERVICE POPULATION | ACADEMIC RATIO | ACADEMIC FTE | VOCATIONAL RATIO | VOCATIONAL FTE | TOTAL RATIO | TOTAL FTE |
|---|---|---|---|---|---|---|---|
| 1986 | 75,017 | 139 | 538 | 341 | 220 | 98 | 758 |
| 1988 | 76,931 | 134 | 575 | 249 | 309 | 87 | 884 |
| 1990 | 78,844 | 121 | 652 | 197 | 399 | 75 | 1,051 |
| 1995 | 82,064 | 97 | 848 | 158 | 520 | 60 | 1,368 |
| 2000 | 84,916 | 89 | 957 | 145 | 587 | 55 | 1,544 |

SANTA FE COMMUNITY COLLEGE
HIGH YEARLY FTE PROJECTIONS
DATE 9/19/83 CODE PSFE3

| YEAR | SERVICE POPULATION | ACADEMIC RATIO | ACADEMIC FTE | VOCATIONAL RATIO | VOCATIONAL FTE | TOTAL RATIO | TOTAL FTE |
|---|---|---|---|---|---|---|---|
| 1986 | 75,017 | 125 | 599 | 307 | 244 | 88 | 843 |
| 1988 | 76,931 | 118 | 649 | 220 | 350 | 77 | 999 |
| 1990 | 78,844 | 105 | 752 | 171 | 461 | 65 | 1,213 |
| 1995 | 82,064 | 81 | 1,018 | 132 | 624 | 50 | 1,641 |
| 2000 | 84,916 | 73 | 1,170 | 118 | 717 | 45 | 1,887 |

FTE PROJECTION BREAKDOWN BY CLUSTER

SANTA FE COMMUNITY COLLEGE
MID YEARLY FTE PROJECTIONS
DATE 9/19/83 CODE PSFE2

1986

| CLUSTER | % OF TOTAL | YEARLY FTE | FALL SEMESTER FTE |
|---|---|---|---|
| BUSINESS | 12.0 | 91.0 | 81.9 |
| FINE ARTS | 6.0 | 45.5 | 40.9 |
| GENERAL EDUC | 19.0 | 144.0 | 129.6 |
| LANG/LETTERS | 12.0 | 91.0 | 81.9 |
| MATHEMATICS | 9.0 | 68.2 | 61.4 |
| SCIENCE | 13.0 | 98.5 | 88.7 |
| ACADEMIC SUBTOTAL | ( 71.0) | ( 538.2) | ( 484.4) |
| HEALTH | 4.0 | 30.3 | 27.3 |
| SERVICES OCCUP | 12.0 | 91.0 | 81.9 |
| TRADE/TECH/ENGR | 13.0 | 98.5 | 88.7 |
| VOCATIONAL SUBTOTAL | ( 29.0) | ( 219.8) | ( 197.8) |
| TOTALS | 100.0 | 758.0 | 682.2 |

1988

| CLUSTER | % OF TOTAL | YEARLY FTE | FALL SEMESTER FTE |
|---|---|---|---|
| BUSINESS | 10.0 | 88.4 | 79.6 |
| FINE ARTS | 5.0 | 44.2 | 39.8 |
| GENERAL EDUC | 17.0 | 150.3 | 135.3 |
| LANG/LETTERS | 11.0 | 97.3 | 87.5 |
| MATHEMATICS | 9.0 | 79.6 | 71.6 |
| SCIENCE | 13.0 | 115.0 | 103.5 |
| ACADEMIC SUBTOTAL | ( 65.0) | ( 574.8) | ( 517.3) |
| HEALTH | 5.0 | 44.2 | 39.8 |
| SERVICES OCCUP | 16.5 | 145.9 | 131.3 |
| TRADE/TECH/ENGR | 13.5 | 119.4 | 107.4 |
| VOCATIONAL SUBTOTAL | ( 35.0) | ( 309.5) | ( 278.5) |
| TOTALS | 100.0 | 884.3 | 795.8 |

1990

| CLUSTER | % OF TOTAL | YEARLY FTE | FALL SEMESTER FTE |
|---|---|---|---|
| BUSINESS | 9.0 | 94.6 | 85.2 |
| FINE ARTS | 5.0 | 52.6 | 47.3 |
| GENERAL EDUC | 15.0 | 157.7 | 141.9 |
| LANG/LETTERS | 10.0 | 105.1 | 94.6 |
| MATHEMATICS | 10.0 | 105.1 | 94.6 |
| SCIENCE | 13.0 | 136.7 | 123.0 |
| ACADEMIC SUBTOTAL | ( 62.0) | ( 651.8) | ( 586.6) |
| HEALTH | 5.0 | 52.6 | 47.3 |
| SERVICES OCCUP | 19.0 | 199.7 | 179.8 |
| TRADE/TECH/ENGR | 14.0 | 147.2 | 132.5 |
| VOCATIONAL SUBTOTAL | ( 38.0) | ( 399.5) | ( 359.5) |
| TOTALS | 100.0 | 1,051.3 | 946.1 |

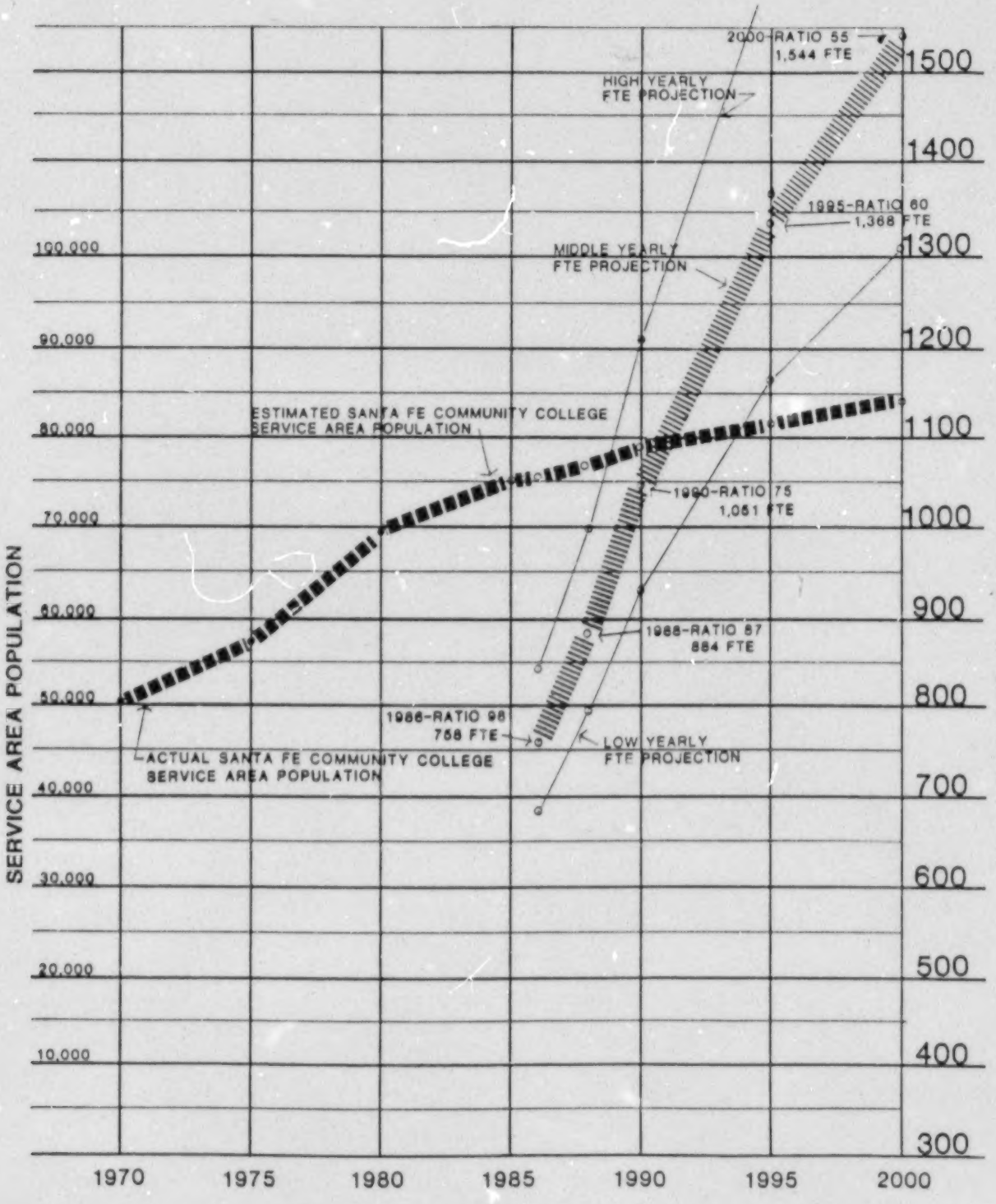
SANTA FE COMMUNITY COLLEGE
MID YEARLY FTE PROJECTIONS
DATE 9/19/83 CODE PSFE2

1995

| CLUSTER | % OF TOTAL | YEARLY FTE | FALL SEMESTER FTE |
|---|---|---|---|
| BUSINESS | 9.0 | 123.1 | 110.8 |
| FINE ARTS | 5.0 | 68.4 | 61.5 |
| GENERAL EDUC | 15.0 | 205.2 | 184.6 |
| LANG/LETTERS | 10.0 | 136.8 | 123.1 |
| MATHEMATICS | 10.0 | 136.8 | 123.1 |
| SCIENCE | 13.0 | 177.8 | 160.0 |
| ACADEMIC SUBTOTAL | ( 62.0) | ( 848.0) | ( 763.2) |
| HEALTH | 4.0 | 54.7 | 49.2 |
| SERVICES OCCUP | 20.5 | 280.4 | 252.3 |
| TRADE/TECH/ENGR | 13.5 | 184.6 | 166.2 |
| VOCATIONAL SUBTOTAL | ( 38.0) | ( 519.7) | ( 467.8) |
| TOTALS | 100.0 | 1,367.7 | 1,231.0 |

2000

| CLUSTER | % OF TOTAL | YEARLY FTE | FALL SEMESTER FTE |
|---|---|---|---|
| BUSINESS | 9.0 | 139.0 | 125.1 |
| FINE ARTS | 6.0 | 92.6 | 83.4 |
| GENERAL EDUC | 14.0 | 216.1 | 194.5 |
| LANG/LETTERS | 10.0 | 154.4 | 139.0 |
| MATHEMATICS | 10.0 | 154.4 | 139.0 |
| SCIENCE | 13.0 | 200.7 | 180.6 |
| ACADEMIC SUBTOTAL | ( 62.0) | ( 957.2) | ( 861.5) |
| HEALTH | 4.0 | 61.8 | 55.6 |
| SERVICES OCCUP | 21.0 | 324.2 | 291.8 |
| TRADE/TECH/ENGR | 13.0 | 200.7 | 180.6 |
| VOCATIONAL SUBTOTAL | ( 38.0) | ( 586.7) | ( 528.0) |
| TOTALS | 100.0 | 1,543.9 | 1,389.5 |




SANTA FE COMMUNITY COLLEGE
POPULATION / YEARLY FTE RATIO

YEARLY FTE / SERVICE AREA POPULATION DATA CHART 31 August 1983
FOR NEW MEXICO COMMUNITY COLLEGES

| Institution | Svc Area pop. | ACADEMIC FTE | Ratio | % | VOCATIONAL FTE | Ratio | % | TOTAL FTE | Ratio |
|---|---|---|---|---|---|---|---|---|---|
| **Alamogordo-NMSU** | | | | | | | | | |
| 75-76 yr | 42,500 | 636 | 67 | 97 | 17 | 2,500 | 3 | 653 | 65 |
| 80-81 yr | 44,665 | 665 | 67 | 91 | 63 | 709 | 9 | 728 | 61 |
| Difference | +5.1% | +4.4% | | -6 | +270% | | +6 | +11.5% | |
| 82-83 yr. | 46,383 | 648 | 70 | 84 | 121 | 375 | 16 | 769 | 59 |
| Difference | +1.6% | -2.6% | | -7 | +92% | | +7 | +5.6% | |
| Service Area: Otero County | | | | | | | | | |
| **Carlsbad - NMSU** | | | | | | | | | |
| 75-76 yr | 28,314 | 255 | 126 | 78 | 74 | 383 | 22 | 329 | 86 |
| 80-81 yr | 33,335 | 296 | 113 | 65 | 160 | 208 | 35 | 456 | 73 |
| Difference | +18.4% | +16.1% | | -13 | +116.2% | | +13 | +38.6% | |
| 82-83 yr | 36,151 | 269 | 134 | 63 | 160 | 226 | 37 | 429 | 84 |
| Difference | +8.4% | -9.1% | | - 2 | 0 | | + 2 | -5.9% | |
| Service Area: Carlsbad Public School District | | | | | | | | | |
| **Grants - NMSU** | | | | | | | | | |
| 75-76 yr | 26,000 | 176 | 148 | 97 | 5 | 5,200 | 3 | 181 | 144 |
| 80-81 yr | 30,109 | 117 | 257 | 57 | 87 | 346 | 43 | 204 | 148 |
| Difference | +15.8% | -33.5% | | -40 | +1640% | | +40 | +12.7% | |
| 82-83 yr | 29,870 | 123 | | 43 | 164 | | 57 | 287 | 104 |
| Difference | -0.7% | +5.1% | | -14 | +88.5% | | +14 | +40.7% | |
| Service Area: Cibola County | | | | | | | | | |
| **Gallup - UNM** | | | | | | | | | |
| 75-76 yr | 51,100 | 421 | 121 | 97 | 11 | 4,645 | 3 | 432 | 118 |
| 80-81 yr | 54,950 | 384 | 143 | 68 | 180 | 305 | 32 | 564 | 97 |
| Difference | +7.5% | -8.7% | | -29 | +1536% | | +29 | +30.5% | |
| 82-83 yr | 61,846 | 411 | 150 | 59 | 280 | 221 | 41 | 691 | 90 |
| Difference | +12.5% | +7.0% | | -9 | +55.5% | | +9 | +22.5% | |
| Service Area: McKinley County | | | | | | | | | |
| **Los Alamos - UNM** | | | | | | | | | |
| 75-76 yr | (Include with N.N.M.C.C.) | | | | | | | | |
| 80-81 yr | 17,599 | 126 | 140 | 88 | 18 | 977 | 12 | 144 | 122 |
| Difference | N/A | N/A | | | N/A | | | N/A | |
| 82-83 yr | 19,967 | 290 | 69 | 93 | 21 | 950 | 7 | 311 | 64 |
| Difference | +13.4% | +68.9% | | +5 | +16.6% | | -5 | +53.7% | |
| Service Area: Los Alamos County | | | | | | | | | |

| Institution | Svc Area pop. | ACADEMIC FTE | Ratio | % | VOCATIONAL FTE | Ratio | % | TOTAL FTE | Ratio |
|---|---|---|---|---|---|---|---|---|---|
| Valencia - UNM | | | | | | | | | |
| 75-76 yr | N/A | N/A | | | N/A | | | N/A | |
| 80-81 yr | N/A | N/A | | | N/A | | | N/A | |
| Difference | N/A | N/A | | | N/A | | | N/A | |
| 82-83 yr | 33,549 | 181 | 185 | 61 | 114 | 294 | 39 | 295 | 130 |
| Difference | N/A | N/A | | | N/A | | | N/A | |
| Service Area: Valencia County | | | | | | | | | |
| Clovis - ENMU | | | | | | | | | |
| 75-76 yr | 43,300 | 372 | 116 | 61 | 235 | 184 | 39 | 607 | 71 |
| 80-81 yr | 42,019 | 499 | 84 | 72 | 196 | 214 | 28 | 695 | 61 |
| Difference | -3.0% | +34.1% | | +11 | -16.6% | | -11 | | |
| 82-83 yr | 44,476 | 729 | 61 | 76 | 235 | 189 | 24 | 964 | 46 |
| Difference | +5.8% | +46.1% | | + 4 | +20.0% | | - 4 | +38.7% | |
| Service Area: Curry County | | | | | | | | | |
| Roswell - ENMU | | | | | | | | | |
| 75-76 yr | 47,600 | 549 | 87 | 55 | 443 | 108 | 45 | 992 | 48 |
| 80-81 yr | 51,103 | 470 | 109 | 43 | 615 | 83 | 57 | 1085 | 47 |
| Difference | +7.3% | -14.3% | | -12 | +38.8% | | +12 | +9.3% | |
| 82-83 yr | 56,003 | 424 | 132 | 31 | 966 | 58 | 69 | 1390 | 40 |
| Difference | +9.5% | -9.9% | | -12 | +57.1% | | +12 | | |
| Service Area: Chaves County | | | | | | | | | |
| New Mexico Junior College | | | | | | | | | |
| 75-76 yr | 51,600 | 617 | 84 | 69 | 281 | 184 | 31 | 898 | 58 |
| 80-81 yr | 55,634 | 782 | 71 | 79 | 214 | 260 | 21 | 996 | 56 |
| Difference | +7.8% | +20.2% | | -10 | +23.8% | | -10 | +10.9% | |
| 82-83 yr | 59,983 | 940 | 64 | 78 | 266 | 226 | 22 | 1206 | 50 |
| Difference | +7.8% | +20.2% | | -1 | +24.3% | | +1 | +17.4% | |
| Service Area: Lea County | | | | | | | | | |
| San Juan College | | | | | | | | | |
| 75-76 yr | 64,500 | 438 | 147 | 72 | 172 | 375 | 28 | 610 | 106 |
| 80-81 yr | 80,802 | 513 | 156 | 56 | 408 | 198 | 44 | 921 | 88 |
| Difference | +25.3% | +17.1% | | -16 | +137% | | +16 | +50.9% | |
| 82-83 yr | 87,564 | 546 | 160 | 46 | 642 | 136 | 54 | 1188 | 74 |
| Difference | +8.4% | +6.4% | | -10 | +57.4% | | +10 | +29.0% | |
| Service Area: San Juan County | | | | | | | | | |

| Institution | Svc Area pop. | ACADEMIC FTE | Ratio | % | VOCATIONAL FTE | Ratio | % | TOTAL FTE | Ratio |
|---|---|---|---|---|---|---|---|---|---|
| N.N.M.C.C. | | | | | | | | | |
| 75-76 yr* | 43,900 | 515 | 85 | 43 | 696 | 63 | 57 | 1211 | 36 |
| 80-81 yr | 29,282 | 316 | 93 | 44 | 404 | 73 | 56 | 720 | 41 |
| Difference | -33.3% | -38.6% | | +1 | -41.9% | | -1 | -40.5% | |
| 82-83 yr** | 30,631 | 395 | 78 | 44 | 502 | 61 | 56 | 897*** | 34 |
| Difference | +4.6% | +25% | | 0 | +25% | | 0 | | |
| Service Area: Rio Arriba County | | | | | | | | | |
| TOTALS | | | | | | | | | |
| 75-76 yr | 398,814 | 3979 | 100 | 67 | 1934 | 206 | 33 | 5913 | 68 |
| 80-81 yr | 439,498 | 4174 | 105 | 64 | 2348 | 187 | 36 | 6522 | 67 |
| Difference | +10.2% | +4.9% | | -3 | +21.4% | | +3 | +10.2% | |
| 82-83 yr | 505,423 | 4956 | 102 | 59 | 3471 | 102 | 41 | 8427 | 60 |
| Difference | +15.0% | +18.7% | | -5 | +47.8% | | +5 | +29.2% | |

*Data contains Los Alamos.
**N.N.M.C.C. Academic and Vocational FTE was **not** available. Breakdown made on past historical percentages.
***Summer semester not included.

# EDUCATIONAL PROGRAMS

Santa Fe Community College (SFCC) is a community-centered public institution concerned with the development of the potential of the human resources in the SFCC District. SFCC seeks to develop in the student a sense of self-reliance and acts upon the belief that all who aspire and are qualified will achieve. It is dedicated to serving the educational and cultural needs and desires of the citizenry by providing opportunities for those of post secondary age and beyond to obtain knowledge and skills required to achieve their potential and attainment of goals.

Diversity of educational programming represents a commitment of SFCC: it provides two years of university transfer courses; it offers a technical and career education based upon manpower needs and technological changes in our society; it provides developmental education to assist those students who need special help to develop self-confidence and to achieve academic success; and it extends opportunities to those citizens interested in the enrichment value of education through the offering of the resources of SFCC and its community services programs dedicated to providing a forum for accessibility to the total community.

Pre-Baccalaureate Programs

These two-year curricula are aimed at meeting the needs of students whose purpose is to earn a bachelor's degree from a four-year college or university. In addition to general education courses that are required, students may select courses needed as preparation for later specialization. The courses in these curricula follow the patterns required in the lower division of any four-year institution. Students may complete SFCC studies with an Associate in Arts or an Associate in Science degree.

Career Programs

The primary objective of the career programs is to provide a credit

curriculum that will prepare students for employment in vocational-technical and paraprofessional positions through short courses, one-year Certificate, and Associate in Applied Science degree programs. Beyond providing technical proficiency, the associate degree programs offer subjects in general education. This background gives the graduate the skills needed for employment and the educational foundation to permit him or her to grow into positions of responsibility.

Over the past several years, there has been an increase in career-oriented, four-year programs into which SFCC's graduates may transfer (e.g., engineering technology, administrative services support, distributive education, hotel/motel/restaurant management, computer science, administration of justice). It is expected that many who graduate in SFCC career programs will take advantage of this transfer opportunity. To serve this interest, SFCC has established a secondary objective for the career programs: to make possible the maximum transferable credits for applicable four-year programs in New Mexico and neighboring states.

Developmental Studies

The developmental studies program is a comprehensive learning support system for students and faculty which includes course placement evaluation, instruction, tutorial assistance and an Academic Center for Enrichment (ACE).

Course placement evaluation, a means of assessing students' reading, writing and math achievement levels, is used to advise students as to which courses will help them obtain the skills they need to achieve their educational and career goals. Instructional offerings include a variety of self-paced and traditional credit-bearing courses in language arts, math, computer literacy and other areas.

ACE provides enrichment materials, audio-visual equipment and computers for faculty and student use. Through ACE, assistance is available to students who have been out of school for a long time, who are uncertain about their ability to succeed in college, or who desire to enrich their academic or vocational experiences.

Community Services Programs

These non-credit programs are specifically designed to respond to the personal, special and avocational interests of members of the community through short courses, workshops, conferences, seminars and refresher courses. Community services programs are scheduled around credit programs, on and off campus.

Cultural Enrichment Programs

Through its cultural enrichment programs, SFCC seeks to enhance and enrich the history and traditions of the community by adding another dimension to Santa Fe cultural activity. SFCC programs include such public events as lectures, clinics, workshops and seminars on topics of current interest; a Speakers Bureau through which College faculty and staff share their professional and avocational interests with local and professional organizations; and fine arts presentations such as film series, concerts, art exhibits and plays.

Student Services Programs

Guidance and counseling services are provided for all students. These services are available to day and evening students and are organized to assist students in self-evaluation and in making appropriate decisions dealing with personal, academic and career planning.

Student services programs also include traditional student assistance in admissions and records, financial aid and appropriate community college student activities.

# INSTRUCTIONAL SPACE NEEDS & UTILIZATION

The previous section "ENROLLMENT PROJECTIONS," started with total yearly FTE projections. These yearly projections were then broken down into smaller units and time frames. The final chart of the previous section entitled "FTE Projection Breakdown By Cluster," identifies fall semester FTE projections for nine different clusters for five future years.

To project future instructional space needs will require a further breakdown of enrollment projections. By projecting the number of students and the hours they attend classes each week, it is possible to predict the required number of instructional spaces. The number of hours a student attends a course during one week is known as "Weekly Student Contact Hours" (WSCH). (Example: 20 students enrolled in a 3 credit hour chemistry course are required to attend classes 5 hours per week. This chemistry class generates 20 students x 5 hours/week = 100 WSCH.) Because WSCH accounts for every scheduled hour students attend credit courses, it will be the **basis** for projecting future instructional space needs for credit courses.

This section contains two computer generated charts entitled "Weekly Student Contact Hours and Space Needs." The first chart was generated for 1990 projected enrollments and represents instruction core space requirements. The second chart was generated for 2000 and identifes some long-range instructional space requirements.

The following is an explanation of the charts and the methodology utilized in its development. The following numbered items are identified on the 1990 "Weekly Student Contact Hour and Space Needs" chart.

1. The first two pages of the chart are divided into nine different clusters, with totals for each.

2. Under the column heading "DEPT" each cluster is subdivided into various curriculum, i.e. Business Cluster, subdivided into three departments, Accounting, Business Administration and Management. These subdivisions or departments may contain several different sections and/or levels of curriculum.

3. The column "% FTE" identifies the FTE percentage for each department. This is a percentage of the specific cluster, i.e. Accounting is projected to generate 30% of the Business Cluster's FTE. These percentages were generated utilizing similar New Mexico community colleges as models and through SFCC staff interviews.

4. The column "PROJ FTE" converts the "% FTE" into actual projected fall FTE, i.e. Accounting 30% x Business Cluster total of 85.2 (see "FTE Projection Breakdown by Cluster," 1990 chart) = 25.5 FTE.

5. The "DAY/NT" column identifies what percentage of the departments is projected to be day courses, i.e. Accounting 0.80 indicates 80% of the FTE is to be generated during the day, the remaining 20% will be night generated.

6. The next column "WSCH" is subdivided into two columns "DAY" and "NIGHT." These columns contain the projected WSCH for day and night attendance. The WSCH has been generated by multiplying the projected day and night FTE by a conversion factor. This conversion factor varies with the type of course.

EXAMPLE: Accounting Department
25.5 (Projected FTE) x .80 (Day) = 20.4 FTE (Day)

20.4 Day FTE x 20 Factor = 409 WSCH (Day)
The same process is utilized to generate night WSCH.

The 20 factor in the above example indicates that most accounting courses will require a student to attend class 4 hours per week for 3 hours credit. A factor of 25 would

indicate that students would attend class 5 hours per week for 3 hours credit, etc.

7. The last major column "SPACE NEEDS" is subdivided into four columns: "DAY," "NIGHT," "ROOM TYPE" and "STAT." The last two columns identify the room type and the number of stations required to accommodate the specific curriculum, i.e. Accounting requires a 30 station Accounting Lab. The first two columns identify the Day and Night utilization factor anticipated for the specific space based upon its station size, projected WSCH enrollment and utilization or scheduling factor. The following process was used to generate the Day and Night space utilization or space requirements.

   EXAMPLE: Accounting
   The following identifies the realistic capacity of the 30 station Accounting Lab.

   DAY USAGE
   30 station room x 5 days usage x 8 hours/day = 1200 WSCH
   1200 WSCH (maximum day capacity) x 60% scheduling factor = 720 WSCH

   NIGHT USAGE
   30 station room x 5 days usage x 4 hours/night = 600 WSCH
   600 WSCH (maximum night capacity) x 75% = 450 WSCH

The above shows the Accounting Lab capacity adjusted for scheduling factors. The scheduling factor takes into consideration times when class sizes are not 30 and times during the day when it is difficult to schedule classes, such as 12:00 noon and 5:00 p.m.

The following identifies how space requirements or utilization are determined:

By dividing the projected night WSCH of 409 by the day capacity of the Accounting Lab of 720 WSCH, a utilization factor of 0.6 is achieved. This can be interpreted two different ways. One, it

indicates that the 30 station Accounting Lab will be 60% full in the fall of 1990; or second, it will require .8 (rounded to one) of an Accounting Lab to accommodate the projected Fall 1990 enrollment.

The first two pages of the chart(s) identify the space utilization or required space for each department of the nine clusters. The following three pages summarize the space needs for night usage only, day usage only and the combined day/night usage. It is the final page of the chart(s) that identify the required instructional space needs for the given years.

The following is an explanation of the eight (8) columns contained on these last three pages and the methodology utilized to develop this report.

8. The first column is a space code utilized by the computer to identify the different spaces, i.e. code L81A identifies a 30 station Accounting Lab.
9. The "DESCRIPTION" column identifies the space type.
10. The "QUAN" column identifies the required quantity for the given space. These quantities are a total of all cluster needs.
11. The "SCH F" column identifies any adjustments required as a result of scheduling factors. Most spaces do not require any adjustment; however, an adjustment is required for General Classroom because they are utilized by so many different departments. The number of department uses are identified by the "DEPT USE" column. There will be many hours during the day or night when more than the seven (7) classrooms (as identified by the quantity column) will be required. The scheduling factor of 2.5 provides for those overlapping uses.

12. The "ADJ QUAN" column identifies the adjusted and rounded up space requirements. It is this quantity that is utilized to determine net area requirements for each space.

13. The "STAT" column identifies the number of student stations for each space.

14. The "DEPT USE" column identifies the number of departments that are projected to use that specific space.

15. The "NET AREA" column identifies the project net square footage requirement for that specific space. The total of this column identifies the total required net square feet of instructional space. The net area requirements for each space type is achieved by multiplying the adjusted quantity by a space standard which was developed through interviews with staff. The net area may be a single room or a series of several rooms. A detailed breakdown of each space type is contained in the section entitled "SPACE ANALYSIS."

Space requirements contained in this section are scheduled instructional space requirements, and do not address the various required instructional support facilities, i.e. Library and Media Center, Administration, etc. The next section, entitled "Space Analysis" addresses these required facility needs.

WEEKLY STUDENT CONTACT HOUR AND SPACE NEEDS

SANTA FE COMMUNITY COLLEGE
DATE 9/19/83 CODES DSFE2/PSFE2/WSFE1

INSTRUCTIONAL SPACE REQUIREMENTS
FOR FALL 1990 CORE REQUIREMENTS

YEAR : 1990

| | (3) | (4) | (5) | (6) WSCH | | (7) SPACE NEEDS | | | |
|---|---|---|---|---|---|---|---|---|---|
| DEPT | % FTE | PROJ FTE | DAY/NT | DAY | NIGHT | DAY | NIGHT | ROOM TYPE | STAT |
| (1) BUSINESS | | | | | | | | | |
| ACCT | 30.0 | 25.5 | 0.80 | 409 | 102 | 0.6 | 0.1 | ACCT LAB | 30 |
| BA | 30.0 | 25.5 | 0.70 | 358 | 153 | 0.5 | 0.2 | GENL CLRM | 30 |
| (2) MGT | 40.0 | 34.1 | 0.70 | 477 | 204 | 0.7 | 0.2 | GENL CLRM | 30 |
| TOTALS | 100.0 | 85.2 | | 1,243 | 460 | | | | |
| FINE ARTS | | | | | | | | | |
| DESIGN | 20.0 | 9.5 | 0.75 | 142 | 47 | 0.3 | 0.1 | DESIGN STUDIO | 20 |
| DRAMA | 10.0 | 4.7 | 1.00 | 95 | 0 | 0.1 | 0.0 | MULTI PURPOSE | 60 |
| MUSIC | 15.0 | 7.1 | 1.00 | 142 | 0 | 0.1 | 0.0 | MULTI PURPOSE | 60 |
| CERMAI | 15.0 | 7.1 | 0.75 | 133 | 44 | 0.3 | 0.1 | CERAMICS STUDIO | 20 |
| DWG/PT | 30.0 | 14.2 | 0.75 | 266 | 89 | 0.6 | 0.1 | DWG/PNT STUDIO | 20 |
| JEWELR | 10.0 | 4.7 | 0.75 | 89 | 30 | 0.2 | 0.0 | DESIGN STUDIO | 20 |
| TOTALS | 100.0 | 47.3 | | 866 | 210 | | | | |
| GENERAL EDUC | | | | | | | | | |
| GEN ED | 90.0 | 127.7 | 0.70 | 1,341 | 575 | 1.9 | 0.6 | GENL CLRM | ***30*** |
| PE | 5.0 | 7.1 | 0.70 | 99 | 43 | 0.1 | 0.0 | PHY FITNESS CPX | ***60*** |
| ARCHEL | 5.0 | 7.1 | 0.80 | 114 | 28 | 0.2 | 0.0 | PHYS LAB COMPLX | ***24*** |
| TOTALS | 100.0 | 141.9 | | 1,554 | 646 | | | | |
| LANG/LETTERS | | | | | | | | | |
| ENG | 80.0 | 75.7 | 0.70 | 795 | 341 | 1.1 | 0.4 | GENL CLRM | 30 |
| JOURN | 2.0 | 1.9 | 1.00 | 38 | 0 | 0.1 | 0.0 | GENL CLRM | 30 |
| LANG | 10.0 | 9.5 | 0.70 | 99 | 43 | 0.1 | 0.0 | GENL CLRM | 30 |
| SPEECH | 8.0 | 7.6 | 0.70 | 79 | 34 | 0.1 | 0.0 | GENL CLRM | 30 |
| TOTALS | 100.0 | 94.6 | | 1,011 | 417 | | | | |
| MATHEMATICS | | | | | | | | | |
| MATH | 100.0 | 94.6 | 0.70 | 993 | 426 | 1.4 | 0.5 | GENL CLRM | 30 |
| TOTALS | 100.0 | 94.6 | | 993 | 426 | | | | |
| SCIENCE | | | | | | | | | |
| BIO | 12.0 | 14.8 | 0.80 | 236 | 59 | 0.4 | 0.1 | BIO LAB COMPLEX | 24 |
| CHEM | 9.0 | 11.1 | 0.70 | 155 | 66 | 0.3 | 0.1 | CHEM LAB COMPLX | 24 |
| PHY | 7.0 | 8.6 | 0.70 | 121 | 52 | 0.2 | 0.1 | PHYS LAB COMPLX | 24 |
| GEO | 7.0 | 8.6 | 0.70 | 121 | 52 | 0.2 | 0.1 | PHYS LAB COMPLX | 24 |
| COMPUT | 60.0 | 73.8 | 0.80 | 1,476 | 369 | 1.2 | 0.2 | COMPUT LAB CMPX | 50 |
| COMP/G | 5.0 | 6.1 | 0.90 | 138 | 15 | 0.1 | 0.0 | COMPUT LAB CMPX | 50 |
| TOTALS | 100.0 | 123.0 | | 2,247 | 613 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| HEALTH OCCUP. | | | | | | | | |
| NURS | 85.0 | 40.2 | 0.70 | 844 | 362 | 0.9 | 0.3 | HEALTH SVC CMPX 40 |
| EM MED | 15.0 | 7.1 | 0.70 | 149 | 64 | 0.2 | 0.1 | EM MED TECH LAB 25 |
| TOTALS | 100.0 | 47.3 | | 993 | 426 | | | |
| SERVICES OCCUP. | | | | | | | | |
| TYPING | 30.0 | 53.9 | 0.70 | 1,133 | 485 | 1.6 | 0.5 | TYPING LAB 30 |
| WD PRO | 14.0 | 25.2 | 0.60 | 453 | 302 | 0.9 | 0.5 | WORD PROC LAB 20 |
| RETAIL | 8.0 | 14.4 | 0.70 | 302 | 129 | 0.8 | 0.3 | RETAIL MKT LAB 15 |
| HOTEL | 8.0 | 14.4 | 0.70 | 302 | 129 | 0.8 | 0.3 | HOTEL/MOTEL LAB 15 |
| ADV | 6.0 | 10.8 | 0.70 | 227 | 97 | 0.3 | 0.1 | GENL CLRM 30 |
| REC | 7.0 | 12.6 | 0.70 | 176 | 76 | 0.2 | 0.1 | GENL CLRM 30 |
| HUMAN | 8.0 | 14.4 | 0.70 | 252 | 108 | 0.3 | 0.1 | GENL CLRM 30 |
| RAD/TV | 4.0 | 7.2 | 0.40 | 86 | 129 | 0.2 | 0.2 | ELCTRO REPR CPX 20 |
| TRAV A | 5.0 | 9.0 | 0.70 | 126 | 54 | 0.2 | 0.1 | GENL CLRM 30 |
| DEF IN | 2.0 | 3.6 | 0.70 | 76 | 32 | 0.1 | 0.0 | GENL CLRM 30 |
| SHRTHD | 8.0 | 14.4 | 0.80 | 288 | 72 | 0.6 | 0.1 | SHORTHAND LAB 20 |
| TOTALS | 100.0 | 179.8 | | 3,419 | 1,614 | | | |
| TRADE/TECH/ENGR | | | | | | | | |
| DRAFT | 10.0 | 13.2 | 0.80 | 265 | 66 | 0.6 | 0.1 | DRAFT LAB CMPLX 20 |
| MAINT | 18.0 | 23.8 | 0.70 | 417 | 179 | 0.9 | 0.3 | JAN/MAINT SHOP 20 |
| ELECTR | 20.0 | 26.5 | 0.60 | 397 | 265 | 0.8 | 0.4 | ELECTRO LAB CPX 20 |
| ELECT | 18.0 | 23.8 | 0.70 | 417 | 179 | 0.9 | 0.3 | ELECT LAB CMPLX 20 |
| ELEC R | 14.0 | 18.5 | 0.70 | 325 | 139 | 0.7 | 0.2 | ELCTRO REPR CPX 20 |
| FUT 1 | 20.0 | 26.5 | 0.80 | 636 | 159 | 1.3 | 0.3 | GEN PURP SHOP 20 |
| TOTALS | 100.0 | 132.5 | | 2,457 | 987 | | | |

SPACE NEEDS SUMMARY

DAY SPACE NEEDS

| CODE | DESCRIPTION | QUAN | SCALE | ADJ_QUAN | STAT | DEPT_USE | NET_AREA |
|---|---|---|---|---|---|---|---|
| LB1A | ACCT LAB | 0.6 | 1.0 | 1.0 | 30 | 1 | 900 |
| GC2A | GENL CLRM | 7.0 | 2.5 | 18.0 | 30 | 13 | 10,800 |
| LA6A | DESIGN STUDIO | 0.5 | 1.0 | 1.0 | 20 | 2 | 1,800 |
| ML3A | MULTI PURPOSE | 0.2 | 1.0 | 1.0 | 60 | 2 | 2,400 |
| LA2A | CERAMICS STUDIO | 0.3 | 1.0 | 1.0 | 20 | 1 | 1,340 |
| LA1A | DWG/PNT STUDIO | 0.6 | 1.0 | 1.0 | 20 | 1 | 1,400 |
| ML2A | PHY FITNESS CPX | 0.1 | 1.0 | 1.0 | 60 | 1 | 21,180 |
| LS3A | PHYS LAB COMPLX | 0.6 | 1.0 | 1.0 | 24 | 3 | 2,160 |
| LS1A | BIO LAB COMPLEX | 0.4 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LS2A | CHEM LAB COMPLX | 0.3 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LT1A | COMPUT LAB CMPX | 1.3 | 1.0 | 2.0 | 50 | 2 | 5,600 |
| LH1A | HEALTH SVC CMPX | 0.9 | 1.0 | 1.0 | 40 | 1 | 2,280 |
| LH4A | EM MED TECH LAB | 0.2 | 1.0 | 1.0 | 25 | 1 | 850 |
| LB5A | TYPING LAB | 1.6 | 1.0 | 2.0 | 30 | 1 | 2,700 |
| LB2A | WORD PROC LAB | 0.9 | 1.0 | 1.0 | 20 | 1 | 1,500 |
| LB7A | RETAIL MKT LAB | 0.8 | 1.0 | 1.0 | 15 | 1 | 1,350 |
| LT16A | HOTEL/MOTEL LAB | 0.8 | 1.0 | 1.0 | 15 | 1 | 1,200 |
| LT11A | ELCTRO REPR CPX | 0.9 | 1.0 | 1.0 | 20 | 2 | 1,400 |
| LB6A | SHORTHAND LAB | 0.6 | 1.0 | 1.0 | 20 | 1 | 1,000 |
| LT12A | DRAFT LAB CMPLX | 0.6 | 1.0 | 1.0 | 20 | 1 | 1,040 |
| SH5A | JAN/MAINT SHOP | 0.9 | 1.0 | 1.0 | 20 | 1 | 3,500 |
| LT4A | ELECTRO LAB CPX | 0.8 | 1.0 | 1.0 | 20 | 1 | 1,200 |
| LT5A | ELECT LAB CMPLX | 0.9 | 1.0 | 1.0 | 20 | 1 | 1,300 |
| SH18A | GEN PURP SHOP | 1.3 | 1.0 | 2.0 | 20 | 1 | 2,400 |
| TOTAL NET AREA | | | | | | | 73,620 |

NIGHT SPACE NEEDS

| CODE | DESCRIPTION | QUAN | SCH_E | ADJ_QUAN | STAT | DEPT_USE | NET_AREA |
|---|---|---|---|---|---|---|---|
| LB1A | ACCT LAB | 0.1 | 1.0 | 1.0 | 30 | 1 | 900 |
| GC2A | GENL CLRM | 2.4 | 5.0 | 12.0 | 30 | 12 | 7,200 |
| LA6A | DESIGN STUDIO | 0.1 | 1.0 | 1.0 | 20 | 2 | 1,800 |
| LA2A | CERAMICS STUDIO | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,340 |
| LA1A | DWG/PNT STUDIO | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,400 |
| ML2A | PHY FITNESS CPX | 0.0 | 1.0 | 1.0 | 60 | 1 | 21,180 |
| LS3A | PHYS LAB COMPLX | 0.2 | 1.0 | 1.0 | 24 | 3 | 2,160 |
| LS1A | BIO LAB COMPLEX | 0.1 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LS2A | CHEM LAB COMPLX | 0.1 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LT1A | COMPUT LAB CMPX | 0.3 | 1.0 | 1.0 | 50 | 2 | 2,800 |
| LH1A | HEALTH SVC CMPX | 0.3 | 1.0 | 1.0 | 40 | 1 | 2,280 |
| LH4A | EM MED TECH LAB | 0.1 | 1.0 | 1.0 | 25 | 1 | 850 |
| LB5A | TYPING LAB | 0.5 | 1.0 | 1.0 | 30 | 1 | 1,350 |
| LB2A | WORD PROC LAB | 0.5 | 1.0 | 1.0 | 20 | 1 | 1,500 |
| LB7A | RETAIL MKT LAB | 0.3 | 1.0 | 1.0 | 15 | 1 | 1,350 |
| LT16A | HOTEL/MOTEL LAB | 0.3 | 1.0 | 1.0 | 15 | 1 | 1,200 |
| LT11A | ELCTRO REPR CPX | 0.4 | 1.0 | 1.0 | 20 | 2 | 1,400 |
| LB6A | SHORTHAND LAB | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,000 |
| LT12A | DRAFT LAB CMPLX | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,040 |
| SH5A | JAN/MAINT SHOP | 0.3 | 1.0 | 1.0 | 20 | 1 | 3,500 |
| LT4A | ELECTRO LAB CPX | 0.4 | 1.0 | 1.0 | 20 | 1 | 1,200 |
| LT5A | ELECT LAB CMPLX | 0.3 | 1.0 | 1.0 | 20 | 1 | 1,300 |
| SH18A | GEN PURP SHOP | 0.3 | 1.0 | 1.0 | 20 | 1 | 1,200 |
| TOTAL NET AREA | | | | | | | 62,270 |

TOTAL SPACE NEEDS SUMMARY

| (8) CODE | DESCRIPTION | (9) QUAN | (10) SCH_E | (11) ADJ_QUAN | (12) SIQI | (13) DEPT_USE | (14) NET_AREA | (15) |
|---|---|---|---|---|---|---|---|---|
| LB1A | ACCT LAB | 0.6 | 1.0 | 1.0 | 30 | 2 | 900 | |
| GC2A | GENL CLRM | 7.0 | 2.5 | 18.0 | 30 | 25 | 10,800 | |
| LA6A | DESIGN STUDIO | 0.5 | 1.0 | 1.0 | 20 | 4 | 1,800 | |
| ML3A | MULTI PURPOSE | 0.2 | 1.0 | 1.0 | 60 | 2 | 2,400 | |
| LA2A | CERAMICS STUDIO | 0.3 | 1.0 | 1.0 | 20 | 2 | 1,340 | |
| LA1A | DWG/PNT STUDIO | 0.6 | 1.0 | 1.0 | 20 | 2 | 1,400 | |
| ML2A | PHY FITNESS CPX | 0.1 | 1.0 | 1.0 | 60 | 2 | 21,180 | |
| LS3A | PHYS LAB COMPLX | 0.6 | 1.0 | 1.0 | 24 | 6 | 2,160 | |
| LS1A | BIO LAB COMPLEX | 0.4 | 1.0 | 1.0 | 24 | 2 | 2,160 | |
| LS2A | CHEM LAB COMPLX | 0.3 | 1.0 | 1.0 | 24 | 2 | 2,160 | |
| LT1A | COMPUT LAB CMPX | 1.3 | 1.0 | 2.0 | 50 | 4 | 5,600 | |
| LH1A | HEALTH SVC CMPX | 0.9 | 1.0 | 1.0 | 40 | 2 | 2,280 | |
| LH4A | EM MED TECH LAB | 0.2 | 1.0 | 1.0 | 25 | 2 | 850 | |
| LB5A | TYPING LAB | 1.6 | 1.0 | 2.0 | 30 | 2 | 2,700 | |
| LB2A | WORD PROC LAB | 0.9 | 1.0 | 1.0 | 20 | 2 | 1,500 | |
| LB7A | RETAIL MKT LAB | 0.8 | 1.0 | 1.0 | 15 | 2 | 1,350 | |
| LT16A | HOTEL/MOTEL LAB | 0.8 | 1.0 | 1.0 | 15 | 2 | 1,200 | |
| LT11A | ELCTRO REPR CPX | 0.9 | 1.0 | 1.0 | 20 | 4 | 1,400 | |
| LB6A | SHORTHAND LAB | 0.6 | 1.0 | 1.0 | 20 | 2 | 1,000 | |
| LT12A | DRAFT LAB CMPLX | 0.6 | 1.0 | 1.0 | 20 | 2 | 1,040 | |
| SH5A | JAN/MAINT SHOP | 0.9 | 1.0 | 1.0 | 20 | 2 | 3,500 | |
| LT4A | ELECTRO LAB CPX | 0.8 | 1.0 | 1.0 | 20 | 2 | 1,200 | |
| LT5A | ELECT LAB CMPLX | 0.9 | 1.0 | 1.0 | 20 | 2 | 1,300 | |
| SH18A | GEN PURP SHOP | 1.3 | 1.0 | 2.0 | 20 | 2 | 2,400 | |
| TOTAL NET AREA | | | | | | | 73,620 | |

WEEKLY STUDENT CONTACT HOUR AND SPACE NEEDS

SANTA FE COMMUNITY COLLEGE
DATE 9/19/83 CODES DSFE2/PSFE2/WSFE1

INSTRUCTIONAL SPACE REQUIREMENTS
FOR FALL 2000

YEAR : 2000

| | | | | WSCH | | SPACE NEEDS | | | |
|---|---|---|---|---|---|---|---|---|---|
| DEPT | % FTE | PROJ FTE | DAY/NT | DAY | NIGHT | DAY | NIGHT | ROOM TYPE | STAT |
| BUSINESS | | | | | | | | | |
| ACCT | 30.0 | 37.5 | 0.80 | 600 | 150 | 0.8 | 0.2 | ACCT LAB | 30 |
| BA | 30.0 | 37.5 | 0.70 | 525 | 225 | 0.7 | 0.3 | GENL CLRM | 30 |
| MGT | 40.0 | 50.0 | 0.70 | 700 | 300 | 1.0 | 0.3 | GENL CLRM | 30 |
| TOTALS | 100.0 | 125.1 | | 1,826 | 675 | | | | |
| FINE ARTS | | | | | | | | | |
| DESIGN | 17.0 | 14.2 | 0.75 | 213 | 71 | 0.4 | 0.1 | DESIGN STUDIO | 20 |
| DRAMA | 6.0 | 5.0 | 1.00 | 100 | 0 | 0.1 | 0.0 | MULTI PURPOSE | 60 |
| MUSIC | 11.0 | 9.2 | 1.00 | 183 | 0 | 0.1 | 0.0 | MULTI PURPOSE | 60 |
| CERMAC | 11.0 | 9.2 | 0.75 | 172 | 57 | 0.4 | 0.1 | CERAMICS STUDIO | 20 |
| DWG/PT | 37.5 | 31.3 | 0.75 | 586 | 195 | 1.2 | 0.3 | DWG/PNT STUDIO | 20 |
| JEWELR | 7.0 | 5.8 | 0.75 | 109 | 36 | 0.3 | 0.1 | JEWELRY STUDIO | 15 |
| WD/MTL | 3.5 | 2.9 | 0.80 | 58 | 15 | 0.1 | 0.0 | WD/MTL LAB CMPX | 20 |
| SCULPT | 3.5 | 2.9 | 0.80 | 58 | 15 | 0.1 | 0.0 | SCUPT STUDIO | 20 |
| PTMAKI | 3.5 | 2.9 | 0.80 | 58 | 15 | 0.2 | 0.0 | PRNTMAKE STUDIO | 15 |
| TOTALS | 100.0 | 83.4 | | 1,539 | 404 | | | | |
| GENERAL EDUC | | | | | | | | | |
| GEN ED | 90.0 | 175.1 | 0.70 | 1,838 | 788 | 2.6 | 0.9 | GENL CLRM | 30 |
| PE | 5.0 | 9.7 | 0.70 | 136 | 58 | 0.1 | 0.0 | PHY FITNESS CPX | 60 |
| ARCHEL | 5.0 | 9.7 | 0.75 | 146 | 49 | 0.3 | 0.1 | GENL LAB COMPLX | 24 |
| TOTALS | 100.0 | 194.5 | | 2,120 | 895 | | | | |
| LANG/LETTERS | | | | | | | | | |
| ENG | 80.0 | 111.2 | 0.70 | 1,167 | 500 | 1.6 | 0.6 | GENL CLRM | 30 |
| JOURN | 2.0 | 2.8 | 1.00 | 56 | 0 | 0.1 | 0.0 | GENL CLRM | 30 |
| LANG | 10.0 | 13.9 | 0.70 | 146 | 63 | 0.2 | 0.1 | GENL CLRM | 30 |
| SPEECH | 8.0 | 11.1 | 0.70 | 117 | 50 | 0.2 | 0.1 | GENL CLRM | 30 |
| TOTALS | 100.0 | 139.0 | | 1,485 | 613 | | | | |
| MATHEMATICS | | | | | | | | | |
| MATH | 100.0 | 139.0 | 0.70 | 1,459 | 625 | 2.0 | 0.7 | GENL CLRM | 30 |
| TOTALS | 100.0 | 139.0 | | 1,459 | 625 | | | | |
| SCIENCE | | | | | | | | | |
| BIO | 13.0 | 23.5 | 0.80 | 376 | 94 | 0.7 | 0.1 | BIO LAB COMPLEX | 24 |
| CHEM | 9.0 | 16.3 | 0.80 | 260 | 65 | 0.5 | 0.1 | CHEM LAB COMPLX | 24 |
| PHY | 7.0 | 12.6 | 0.80 | 202 | 51 | 0.4 | 0.1 | PHYS LAB COMPLX | 24 |
| GEO | 7.0 | 12.6 | 1.00 | 253 | 0 | 0.4 | 0.0 | GENL LAB COMPLX | 24 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| COMPUT | 55.0 | 99.4 | 0.75 | 1,863 | 621 | 1.6 | 0.4 | COMPUT LAB CMPX | 50 |
| COMP/G | 5.0 | 9.0 | 0.70 | 158 | 68 | 0.1 | 0.0 | COMPUT LAB CMPX | 50 |
| ASTRON | 2.0 | 3.5 | 0.00 | 0 | 71 | 0.0 | 0.1 | GENL LAB COMPLX | 24 |
| EARTH | 2.0 | 3.6 | 1.00 | 90 | 0 | 0.2 | 0.0 | GENL LAB COMPLX | 24 |
| TOTALS | 100.0 | 180.6 | | 3,202 | 969 | | | | |
| HEALTH OCCUP. | | | | | | | | | |
| NURS | 71.0 | 39.5 | 0.60 | 710 | 474 | 0.7 | 0.4 | HEALTH SVC CMPX | 40 |
| MED TE | 15.0 | 8.3 | 0.70 | 175 | 75 | 0.4 | 0.1 | MED TECH LAB | 20 |
| EM MED | 14.0 | 7.8 | 0.60 | 140 | 93 | 0.2 | 0.1 | EM MED TECH LAB | 25 |
| TOTALS | 100.0 | 55.6 | | 1,025 | 642 | | | | |
| SERVICES OCCUP. | | | | | | | | | |
| TYPING | 22.0 | 64.2 | 0.70 | 1,348 | 578 | 1.9 | 0.6 | TYPING LAB | 30 |
| WD PRO | 15.0 | 43.8 | 0.60 | 788 | 525 | 1.6 | 0.9 | WORD PROC LAB | 20 |
| RETAIL | 5.0 | 14.6 | 0.70 | 306 | 131 | 0.9 | 0.3 | RETAIL MKT LAB | 15 |
| HOTEL | 5.0 | 14.6 | 0.70 | 306 | 131 | 0.9 | 0.3 | HOTEL/MOTEL LAB | 15 |
| ADV | 6.0 | 17.5 | 0.70 | 368 | 158 | 0.5 | 0.2 | GENL CLRM | 30 |
| REC | 8.0 | 23.3 | 0.70 | 327 | 140 | 0.5 | 0.2 | GENL CLRM | 30 |
| HUMAN | 8.0 | 23.3 | 0.70 | 409 | 175 | 0.6 | 0.2 | GENL CLRM | 30 |
| RAD/TV | 4.0 | 11.7 | 0.70 | 245 | 105 | 0.5 | 0.2 | ELECTRO LAB CPX | 20 |
| TRAV A | 6.0 | 17.5 | 0.70 | 245 | 105 | 0.3 | 0.1 | GENL CLRM | 30 |
| DEF IN | 2.0 | 5.8 | 0.70 | 123 | 53 | 0.2 | 0.1 | GENL CLRM | 30 |
| HOSPT | 6.0 | 17.5 | 0.70 | 306 | 131 | 0.9 | 0.3 | HOSPITALITY LAB | 15 |
| PHOTO | 5.0 | 14.6 | 0.80 | 292 | 73 | 0.6 | 0.1 | PHOTO LAB CMPLX | 20 |
| SHRTHD | 8.0 | 23.3 | 0.75 | 438 | 146 | 0.9 | 0.2 | SHORTHAND LAB | 20 |
| TOTALS | 100.0 | 291.8 | | 5,500 | 2,451 | | | | |
| TRADE/TECH/ENGR | | | | | | | | | |
| DRAFT | 8.0 | 14.5 | 0.70 | 253 | 108 | 0.5 | 0.2 | DRAFT LAB CMPLX | 20 |
| MAINT | 15.0 | 27.1 | 0.60 | 406 | 271 | 0.8 | 0.5 | JAN/MAINT SHOP | 20 |
| ELECTR | 22.0 | 39.7 | 0.50 | 497 | 497 | 1.0 | 0.8 | ELECTRO LAB CPX | 20 |
| ELECT | 15.0 | 27.1 | 0.60 | 406 | 271 | 0.8 | 0.5 | ELECT LAB CMPLX | 20 |
| FUT 1 | 20.0 | 36.1 | 0.60 | 542 | 361 | 1.1 | 0.6 | GEN PURP SHOP | 20 |
| AUTO M | 8.0 | 14.5 | 0.60 | 217 | 145 | 0.5 | 0.2 | AUTO M SHOP CPX | 20 |
| HORTI | 4.0 | 7.2 | 0.75 | 163 | 54 | 0.3 | 0.1 | HORT GHOUSE CPX | 20 |
| ELEC R | 8.0 | 14.5 | 0.80 | 347 | 87 | 0.7 | 0.1 | ELCTRO REPR CPX | 20 |
| TOTALS | 100.0 | 180.6 | | 2,831 | 1,794 | | | | |

SPACE NEEDS SUMMARY

DAY SPACE NEEDS

| CODE | DESCRIPTION | QUAN | SCALE | ADJ QUAN | STAT | DEPT USE | NET AREA |
|---|---|---|---|---|---|---|---|
| L81A | ACCT LAB | 0.8 | 1.0 | 1.0 | 30 | 1 | 900 |
| GC2A | GENL CLRM | 10.4 | 2.5 | 26.0 | 30 | 13 | 15,600 |
| LA6A | DESIGN STUDIO | 0.4 | 1.0 | 1.0 | 20 | 1 | 1,800 |
| ML3A | MULTI PURPOSE | 0.2 | 1.0 | 1.0 | 60 | 2 | 2,400 |
| LA2A | CERAMICS STUDIO | 0.4 | 1.0 | 1.0 | 20 | 1 | 1,340 |
| LA1A | DWG/PNT STUDIO | 1.2 | 1.0 | 2.0 | 20 | 1 | 2,800 |
| LA8A | JEWELRY STUDIO | 0.3 | 1.0 | 1.0 | 15 | 1 | 600 |
| LA7A | WD/MTL LAB CMPX | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,980 |
| LA4A | SCUPT STUDIO | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,200 |
| LA3A | PRNTMAKE STUDIO | 0.2 | 1.0 | 1.0 | 15 | 1 | 870 |
| ML2A | PHY FITNESS CPX | 0.1 | 1.0 | 1.0 | 60 | 1 | 21,180 |
| LS5A | GENL LAB COMPLX | 0.8 | 1.0 | 1.0 | 24 | 3 | 1,920 |
| LS1A | BIO LAB COMPLEX | 0.7 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LS2A | CHEM LAB COMPLX | 0.5 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LS3A | PHYS LAB COMPLX | 0.4 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LT1A | COMPUT LAB CMPX | 1.7 | 1.0 | 2.0 | 50 | 2 | 5,600 |
| LH1A | HEALTH SVC CMPX | 0.7 | 1.0 | 1.0 | 40 | 1 | 2,280 |
| LH5A | MED TECH LAB | 0.4 | 1.0 | 1.0 | 20 | 1 | 800 |
| LH4A | EM MED TECH LAB | 0.2 | 1.0 | 1.0 | 25 | 1 | 850 |
| L85A | TYPING LAB | 1.9 | 1.0 | 2.0 | 30 | 1 | 2,700 |
| L82A | WORD PROC LAB | 1.6 | 1.0 | 2.0 | 20 | 1 | 3,000 |
| L87A | RETAIL MKT LAB | 0.9 | 1.0 | 1.0 | 15 | 1 | 1,350 |
| LT16A | HOTEL/MOTEL LAB | 0.9 | 1.0 | 1.0 | 15 | 1 | 1,200 |
| LT4A | ELECTRO LAB CPX | 1.5 | 1.0 | 2.0 | 20 | 2 | 2,400 |
| LT15A | HOSPITALITY LAB | 0.9 | 1.0 | 1.0 | 15 | 1 | 1,425 |
| LA5A | PHOTO LAB CMPLX | 0.6 | 1.0 | 1.0 | 20 | 1 | 1,000 |
| L86A | SHORTHAND LAB | 0.9 | 1.0 | 1.0 | 20 | 1 | 1,000 |
| LT12A | DRAFT LAB CMPLX | 0.5 | 1.0 | 1.0 | 20 | 1 | 1,040 |
| SH5A | JAN/MAINT SHOP | 0.8 | 1.0 | 1.0 | 20 | 1 | 3,500 |
| LT5A | ELECT LAB CMPLX | 0.8 | 1.0 | 1.0 | 20 | 1 | 1,300 |
| SH18A | GEN PURP SHOP | 1.1 | 1.0 | 2.0 | 20 | 1 | 2,400 |
| SH1A | AUTO M SHOP CPX | 0.5 | 1.0 | 1.0 | 20 | 1 | 4,900 |
| SH14A | HORT GHOUSE CPX | 0.3 | 1.0 | 1.0 | 20 | 1 | 2,500 |
| LT11A | ELCTRO REPR CPX | 0.7 | 1.0 | 1.0 | 20 | 1 | 1,400 |
| TOTAL NET AREA | | | | | | | 99,715 |

NIGHT SPACE NEEDS

| CODE | DESCRIPTION | QUAN | SCALE | ADJ_QUAN | STAT | DEPT_USE | NET_AREA |
|---|---|---|---|---|---|---|---|
| LB1A | ACCT LAB | 0.2 | 1.0 | 1.0 | 30 | 1 | 900 |
| GC2A | GENL CLRM | 3.5 | 5.0 | 18.0 | 30 | 12 | 10,800 |
| LA6A | DESIGN STUDIO | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,800 |
| LA2A | CERAMICS STUDIO | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,340 |
| LA1A | DWG/PNT STUDIO | 0.3 | 1.0 | 1.0 | 20 | 1 | 1,400 |
| LA8A | JEWELRY STUDIO | 0.1 | 1.0 | 1.0 | 15 | 1 | 600 |
| LA7A | WD/MTL LAB CMPX | 0.0 | 1.0 | 1.0 | 20 | 1 | 1,980 |
| LA4A | SCUPT STUDIO | 0.0 | 1.0 | 1.0 | 20 | 1 | 1,200 |
| LA3A | PRNTMAKE STUDIO | 0.0 | 1.0 | 1.0 | 15 | 1 | 870 |
| ML2A | PHY FITNESS CPX | 0.0 | 1.0 | 1.0 | 60 | 1 | 21,180 |
| LS5A | GENL LAB COMPLX | 0.2 | 1.0 | 1.0 | 24 | 2 | 1,920 |
| LS1A | BIO LAB COMPLEX | 0.1 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LS2A | CHEM LAB COMPLX | 0.1 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LS3A | PHYS LAB COMPLX | 0.1 | 1.0 | 1.0 | 24 | 1 | 2,160 |
| LT1A | COMPUT LAB CMPX | 0.5 | 1.0 | 1.0 | 50 | 2 | 2,800 |
| LH1A | HEALTH SVC CMPX | 0.4 | 1.0 | 1.0 | 40 | 1 | 2,280 |
| LH5A | MED TECH LAB | 0.1 | 1.0 | 1.0 | 20 | 1 | 800 |
| LH4A | EM MED TECH LAB | 0.1 | 1.0 | 1.0 | 25 | 1 | 850 |
| LB5A | TYPING LAB | 0.6 | 1.0 | 1.0 | 30 | 1 | 1,350 |
| LB2A | WORD PROC LAB | 0.9 | 1.0 | 1.0 | 20 | 1 | 1,500 |
| LB7A | RETAIL MKT LAB | 0.3 | 1.0 | 1.0 | 15 | 1 | 1,350 |
| LT16A | HOTEL/MOTEL LAB | 0.3 | 1.0 | 1.0 | 15 | 1 | 1,200 |
| LT4A | ELECTRO LAB CPX | 1.0 | 1.0 | 1.0 | 20 | 2 | 1,200 |
| LT15A | HOSPITALITY LAB | 0.3 | 1.0 | 1.0 | 15 | 1 | 1,425 |
| LA5A | PHOTO LAB CMPLX | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,000 |
| LB6A | SHORTHAND LAB | 0.2 | 1.0 | 1.0 | 20 | 1 | 1,000 |
| LT12A | DRAFT LAB CMPLX | 0.2 | 1.0 | 1.0 | 20 | 1 | 1,040 |
| SH5A | JAN/MAINT SHOP | 0.5 | 1.0 | 1.0 | 20 | 1 | 3,500 |
| LT5A | ELECT LAB CMPLX | 0.5 | 1.0 | 1.0 | 20 | 1 | 1,300 |
| SH18A | GEN PURP SHOP | 0.6 | 1.0 | 1.0 | 20 | 1 | 1,200 |
| SH1A | AUTO M SHOP CPX | 0.2 | 1.0 | 1.0 | 20 | 1 | 4,900 |
| SH14A | HORT GHOUSE CPX | 0.1 | 1.0 | 1.0 | 20 | 1 | 2,500 |
| LT11A | ELCTRO REPR CPX | 0.1 | 1.0 | 1.0 | 20 | 1 | 1,400 |
| TOTAL NET AREA | | | | | | | 83,065 |

TOTAL SPACE NEEDS SUMMARY

| CODE | DESCRIPTION | QUAN | SCH_E | ADJ_QUAN | STAT | DEPT_USE | NET_AREA |
|---|---|---|---|---|---|---|---|
| LB1A | ACCT LAB | 0.8 | 1.0 | 1.0 | 30 | 2 | 900 |
| GC2A | GENL CLRM | 10.4 | 2.5 | 26.0 | 30 | 25 | 15,600 |
| LA6A | DESIGN STUDIO | 0.4 | 1.0 | 1.0 | 20 | 2 | 1,800 |
| ML3A | MULTI PURPOSE | 0.2 | 1.0 | 1.0 | 60 | 2 | 2,400 |
| LA2A | CERAMICS STUDIO | 0.4 | 1.0 | 1.0 | 20 | 2 | 1,340 |
| LA1A | DWG/PNT STUDIO | 1.2 | 1.0 | 2.0 | 20 | 2 | 2,800 |
| LA8A | JEWELRY STUDIO | 0.3 | 1.0 | 1.0 | 15 | 2 | 600 |
| LA7A | WD/MTL LAB CMPX | 0.1 | 1.0 | 1.0 | 20 | 2 | 1,980 |
| LA4A | SCUPT STUDIO | 0.1 | 1.0 | 1.0 | 20 | 2 | 1,200 |
| LA3A | PRNTMAKE STUDIO | 0.2 | 1.0 | 1.0 | 15 | 2 | 870 |
| ML2A | PHY FITNESS CPX | 0.1 | 1.0 | 1.0 | 60 | 2 | 21,180 |
| LS5A | GENL LAB COMPLX | 0.8 | 1.0 | 1.0 | 24 | 5 | 1,920 |
| LS1A | BIO LAB COMPLEX | 0.7 | 1.0 | 1.0 | 24 | 2 | 2,160 |
| LS2A | CHEM LAB COMPLX | 0.5 | 1.0 | 1.0 | 24 | 2 | 2,160 |
| LS3A | PHYS LAB COMPLX | 0.4 | 1.0 | 1.0 | 24 | 2 | 2,160 |
| LT1A | COMPUT LAB CMPX | 1.7 | 1.0 | 2.0 | 50 | 4 | 5,600 |
| LH1A | HEALTH SVC CMPX | 0.7 | 1.0 | 1.0 | 40 | 2 | 2,280 |
| LH5A | MED TECH LAB | 0.4 | 1.0 | 1.0 | 20 | 2 | 800 |
| LH4A | EM MED TECH LAB | 0.2 | 1.0 | 1.0 | 25 | 2 | 850 |
| LB5A | TYPING LAB | 1.9 | 1.0 | 2.0 | 30 | 2 | 2,700 |
| LB2A | WORD PROC LAB | 1.6 | 1.0 | 2.0 | 20 | 2 | 3,000 |
| LB7A | RETAIL MKT LAB | 0.9 | 1.0 | 1.0 | 15 | 2 | 1,350 |
| LT16A | HOTEL/MOTEL LAB | 0.9 | 1.0 | 1.0 | 15 | 2 | 1,200 |
| LT4A | ELECTRO LAB CPX | 1.5 | 1.0 | 2.0 | 20 | 4 | 2,400 |
| LT15A | HOSPITALITY LAB | 0.9 | 1.0 | 1.0 | 15 | 2 | 1,425 |
| LA5A | PHOTO LAB CMPLX | 0.6 | 1.0 | 1.0 | 20 | 2 | 1,000 |
| LB6A | SHORTHAND LAB | 0.9 | 1.0 | 1.0 | 20 | 2 | 1,000 |
| LT12A | DRAFT LAB CMPLX | 0.5 | 1.0 | 1.0 | 20 | 2 | 1,040 |
| SH5A | JAN/MAINT SHOP | 0.8 | 1.0 | 1.0 | 20 | 2 | 3,500 |
| LT5A | ELECT LAB CMPLX | 0.8 | 1.0 | 1.0 | 20 | 2 | 1,300 |
| SH18A | GEN PURP SHOP | 1.1 | 1.0 | 2.0 | 20 | 2 | 2,400 |
| SH1A | AUTO M SHOP CPX | 0.5 | 1.0 | 1.0 | 20 | 2 | 4,900 |
| SH14A | HORT GHOUSE CPX | 0.3 | 1.0 | 1.0 | 20 | 2 | 2,500 |
| LT11A | ELCTRO REPR CPX | 0.7 | 1.0 | 1.0 | 20 | 2 | 1,400 |
| TOTAL NET AREA | | | | | | | 99,715 |

# SPACE ANALYSIS

## GENERAL CONDITIONS

### Image

The Santa Fe Community College campus must reflect the history, traditions and environment of Santa Fe.

The main entrance should be easily identified, attractive and inviting to all.

The campus must exhibit design excellence in buildings and landscape.

The campus must be efficient without seeming crowded.

The campus should serve to stimulate and excite students, faculty, staff and community members to engage in educational interchange.

### Building Considerations

The buildings should reflect the culture and native architecture.

The SFCC philosophy is to encourage an integration of functions within the constructed facility which will result in an integration and mix of programs, people and ideas. The most effective way to accomplish this is in a single structure or in a complex of not more than three structures.

All buildings should be energy conservative and cost effective. Portals, arcades, passive solar features, natural lighting and cooling, and an energy efficient landscaping must be considered.

Spaces should be designed to serve multi-functions and also have the capability to change in a short period of time at a minimum cost.

Every room must have cable access, telephone jacks and adequate electrical outlets.

Students

Facilities should be arranged so students can easily move from study areas to refreshment areas to recreational areas during the day or evening hours without traveling great distances or causing confusion.

There must be inside and outside spaces for pausing, relaxing and small group gatherings between classes.

Classrooms

There should be good acoustics with no sound transmission between rooms. Lighting and air-conditioning must enhance learning.

Flexibility is important in the planning and design of all facilities. Interior walls should be non-load bearing with continuous ceiling and standard floors.

Wherever possible, standard ceiling and wall modules should be used.

In technology areas, utilities should be kept around perimeter of buildings. Snap-off covers over utilities helps make changes in major plumbing and electrical piping. Utilities could be clustered to make them easier to change.

Offices

Shelving and storage cabinets should be built in to conserve space.

Storage space and control centers must be provided for audio-visual equipment and materials.

Faculty office areas should provide view of laboratory areas when a part of this facility.

Community Needs

Indoor and outdoor spaces should be provided for College and community-sponsored public events and fine arts performances.

Traffic Control

The traffic pattern is to circulate on the periphery of the campus with no internal traffic.

Parking lots are to be located near the areas of visitor and spectator concentration.

Parking lots should have ample entrances and exits to insure traffic flow to avoid congestion. These lots should not be large, unbroken jungles of asphalt but should be broken into smaller areas by using landscaping techniques.

Service roads should be provided to all areas of the campus for service people, utility people and handicapped individuals. These roads should be designed so the control of traffic beyond student parking areas would be simple.

Parking spaces should accommodate 1200 vehicles.

Bus and automobile loading and unloading zones and pedestrian walks should be provided.

Heavy areas of student pedestrian traffic flow will be provided with proper walkways.

Additional patios and walkways for public gatherings and aesthetic effect should be provided. These areas should contain benches, flower beds, trees, shrubs and fountains. Where feasible, walkways should be covered.

Outdoor Bulletin Boards

Provision should be made for outdoor bulletin board space along the traffic area to the Campus Center.

Utilities on Site

All utilities on the site will be underground.

Storm Control

Sufficient slope away from buildings shall be provided to minimize surface water problems during storms.

Care must be taken on site preparation to be sure water run-off is channeled away from the buildings and off walkways.

Natural Lighting

Windows should have exposure to directions that do not conflict with the activity within the space.

As far a possible, they should be of standard size and on module.

Natural light in private offices and classrooms is desirable.

Artificial Lighting

Unless otherwise noted, all lights will be fluorescent.

Easily accessible two-way switches will be provided in rooms having multiple entrances.

Adequate lighting will be provided for outdoor walkways, patios and storage areas. Provision will be made for a central clock for outside time control of outside lights.

Partitions and Walls

The architect shall investigate use of semi-permanent, non-bearing partitions wherever feasible to increase flexibility of use. Walls between rooms will be acoustically treated and insulated for sound control.

Corridors and Overhang

Corridors shall be kept to a minimum.

Overhang on buildings, if any, should provide for protection and temperature control.

Color Scheme

The color scheme for the buildings and furniture will be developed with the advice of a color specialist and an interior decorator. Colors should blend with the environment and should be conducive to the intent of the facility.

Floor Covering

The floor covering should be chosen to fit the needs of the area. Carpet is to be used wherever possible and practical both from a usage and economical factor.

Floor covering in all areas will be chosen to serve the traffic needs.

SANTA FE COMMUNITY COLLEGE
Santa Fe, New Mexico

DETAILED SPACE SPECIFICATIONS
FOR PROPOSED FUNCTIONAL AREAS

| | |
|---|---|
| CAMPUS ENTRANCE | |
| ADMINISTRATION | |
| Executive Unit | 2,600 |
| Business Complex | 1,920 |
| Computer Complex | 1,550 |
| BOOK STORE | 1,000 |
| STUDENT SERVICES | |
| Guidance Center | 2,240 |
| Financial Aid | 540 |
| Admissions and Records | 1,220 |
| COMMUNITY SERVICES ADMINISTRATION | 740 |
| CAMPUS CENTER | 5,500 |
| LIBRARY | 10,110 |
| MEDIA CENTER | 2,800 |
| INSTRUCTIONAL AREAS | |
| Faculty Areas | 1,850 |
| Developmental Studies | 2,720 |
| Pre-Baccalaureate Programs | |
| General Classrooms | 7,100 |
| Science Laboratories | 6,210 |
| Computer Area | 5,500 |
| Accounting Laboratory/Classrooms | 2,100 |
| Office Occupations | 5,200 |
| Fine Arts Complex | 4,240 |
| Theater Complex | 9,040 |
| Performing Arts Area | 2,930 |
| Fitness Center | 21,680 |
| Community Services Area | 2,300 |
| Career Programs | |
| Health Services | 2,000 |
| Retail Management Laboratory | 1,350 |
| Hotel/Motel/Restaurant/Tourism Laboratory | 1,200 |
| Electronics | 2,600 |
| Vocational Shops | 8,840 |
| PHYSICAL PLANT | 2,920 |
| NET ASSIGNABLE SQUARE FEET | 120,000 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| CAMPUS ENTRANCE | | |
| Reception Area | 1 Receptionist | 300 |
| ADMINISTRATION | | |
| Executive Unit | | |
| Secretary/Receptionist Area | 1 Sec/Recep<br>3 Staff<br>6-8 Visitors | 480 |
| Office/Conference Room - President | 1 President<br>4-6 Visitors | 250 |
| Office - Dean of Instruction | 1 Dean<br>2-4 Visitors | 150 |
| Office - Director of Planning and Research | 1 Director<br>2-4 Visitors | 150 |
| Office - Community Relations | 1 Staff | 120 |
| Storage for Community Relations | | 80 |
| Work Room/Duplication Area | | 260 |
| Storage | | 100 |
| Conference Room/Storage (Coat Closet & Restrooms nearby) | 20 | 450 |
| Service Alcove | | 40 |
| Mail Room | | 100 |
| Security Office | 1 Staff | 120 |
| | | 2,600 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Business Complex for Administration | | |
| Cashier Waiting Area | | 160 |
| Secretary/Receptionist Area | 1 Sec/Recep<br>1 Clerk | 160 |
| Office - Dean of Administration | 1 Dean<br>2-4 Visitors | 150 |
| Office - Purchasing | 1 Staff | 120 |
| Office - Personnel | 1 Staff | 120 |
| Office - Accounting | 1 Staff | 120 |
| Secure Storage | | 100 |
| Cashier Area | 1 Cashier | 120 |
| Secretarial Area | 1 Secretary | 80 |
| Administrative Waiting Area | 4-5 Visitors | 100 |
| Work Area/Word Processor/Printer | 2 Staff | 200 |
| Central Store | | 250 |
| Conference Room (Shared with A & R, Financial Aid & Community Services) | 12 | 240 |
| | | 1,920 |
| Computer Complex for Administration | | |
| Waiting/Distribution Area (Counter) | 1 Staff<br>4 Visitors | 150 |
| User Terminals | 2 Stations | 160 |
| Programmers - 2 @ 100 sq.ft.ea. | | 200 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Terminal and Work Area | 4 Stations | 320 |
| Storage | | 80 |
| Disc Storage | | 120 |
| Office - Director | 1 Director | 120 |
| Computer Room | | 200 |
| Printer Area | | 200 |
| | | 1,550 |
| BOOK STORE | | |
| Sales and Display Areas | | 800 |
| Receiving Area | | 200 |
| | | 1,000 |
| STUDENT SERVICES/COMMUNITY SERVICES ADMINISTRATION | | |
| Guidance Center | | |
| Office - Dean of Students | 1 Dean<br>2-5 Visitors | 150 |
| Secretarial Area | 1 Secretary<br>1 Part-Time Clerical | 160 |
| Reception Area | 4-6 Students | 120 |
| Counselor's Office - 3 @ 120 sq.ft.ea. | 3 Staff | 360 |
| Office - Student Employment Coordinator | 1 Staff | 120 |
| Small Group Room for Testing and Conference | 8-10 People | 200 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Secure Storage | | 100 |
| Career Development Laboratory | Varies | 650 |
| Storage for Career Development Lab | | 200 |
| Student Activities Office | 2-3 | 180 |
| | | 2,240 |
| **Financial Aid** | | |
| Reception Area | 1 Sec/Recep | 160 |
| Secretarial Area | 2 Clerical | 160 |
| Office - Director | 1 Staff | 120 |
| Storage | | 100 |
| | | 540 |
| **Admissions and Records** | | |
| Office - Registrar | 1 Staff | 120 |
| Office - Admissions Counselor | 1 Staff | 120 |
| Secretary/Clerical Area | 3 Staff<br>1 Part-Time | 300 |
| Waiting Area | 4 Visitors | 80 |
| Work/Storage Area | | 200 |
| Microfilm Prep Area | | 100 |
| Photo Copy Area | | 100 |
| Microfilm & Record Storage Vault | | 200 |
| | | 1,220 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| COMMUNITY SERVICES ADMINISTRATION | | |
| Reception/Waiting Area | 5-7 Visitors | 140 |
| Secretary/Clerical Area | 2 Staff | 160 |
| Office - Director | 1 Director | 140 |
| Office - Asst. to Director | 1 Assistant | 120 |
| Record Storage | | 180 |
| | | 740 |
| CAMPUS CENTER | | |
| Multi-Purpose Room | | 2,900 |
| Fast Food & Dining Areas | | 1,500 |
| Storage | | 300 |
| Conference/Dining Room | | 800 |
| Food Service | | |
| Dining Area | | |
| | | 5,500 |
| LIBRARY AND MEDIA CENTER | | |
| Library | | |
| Circulation, Exhibit/Checkout | 1 Staff | 350 |
| Card Catalog | | 150 |
| Reference | 1 Staff | 200 |
| Microform Area | | 160 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Photocopy Area | | 80 |
| Reserve | | 200 |
| Periodicals | | 200 |
| Stack Area | 30,000 Vol. | 3,750 |
| Carrels | 25 | 750 |
| Tables | 50 | 1,500 |
| Lounge Seating | 20 | 600 |
| Librarian | 1 Staff | 140 |
| Secretary/Receptionist Area | 1 Staff | 120 |
| Work Room/Storage/Receiving Area | | 750 |
| Typing Room | 8-10 | 200 |
| Seminar/Study Rooms - | | |
| 2 @ 240 sq.ft.ea. | 12 ea. | 480 |
| 2 @ 140 sq.ft.ea. | | 280 |
| Conference Room (Shared) | 10 | 200 |
| | | 10,110 |
| Media Center | | |
| Media Storage/Repair/Tape Duplication Area | | 400 |
| Media Work Area | | 600 |
| Media Booking | | 80 |
| Small Media Storage | | 200 |
| Graphic Artist Work Room | | 300 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Photo Lab Complex and Storage | | 150 |
| Record/Preview Rooms - 2 @ 100 sq.ft.ea. | | 200 |
| Office - Media Specialist | | 120 |
| General Classroom (For film viewing, lecture recording should be nearby) | | 750 |
| Tele-Communications Lab (Includes Radio/TV/Production/ Studios/Labs) | | |
| | | 2,800 |
| **INSTRUCTIONAL AREAS** | | |
| Faculty Areas | | |
| 15 Faculty Offices - 5 @ 120 sq.ft.ea. 10 @ 100 sq.ft.ea. | 1 Faculty ea. | 600 1,000 |
| Secretarial Support Area | | 250 |
| | | 1,850 |
| Developmental Studies | | |
| General Tutoring Area | 1 Recep 50 Stations | 1,300 |
| General Classroom | 30 Stations | 600 |
| Work Study/Storage Area | 4 | 200 |
| Conference/Testing Area | 8-10 | 200 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Office - Director | 1 Director | 120 |
| Faculty Offices - 3 @ 100 sq.ft.ea. | 3 Staff | 300 |
| | | 2,720 |
| **Pre-Baccalaureate Programs** | | |
| **General Instructional Areas** | | |
| General Classrooms - 9 @ 600 sq.ft.ea. | 30 | 4,900 |
| Lecture Hall | 90 | 1,350 |
| Journalism Laboratory | | 600 |
| Work Room/Storage/Photographic Area | | 250 |
| | | 7,100 |
| Initially, 2 classrooms will be built into Library area. When # of volumes increase, more classrooms will be constructed. (2 not included above). | | |
| **Science Laboratories** | | |
| Biology Laboratory | 24 | 1,500 |
| Biology Prep - Storage | | 460 |
| Faculty Office | 1 Faculty | 100 |
| Chemistry Laboratory | 24 | 1,500 |
| Chemistry Prep - Storage | | 400 |
| Faculty Office | 1 Faculty | 100 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Physics Laboratory | 24 | 1,500 |
| Physics Prep - Storage | | 400 |
| Balance and Instrument Storage | | 150 |
| Faculty Office | 1 Faculty | 100 |
| Geology, Archeology, Astronomy, Earth Science Laboratory | 24 | |
| Prep - Storage Area for above | | |
| Faculty Office | 1 Faculty | |
| | | 6,210 |
| **Computer Area** | | |
| Computer Laboratories - 2 @ 2,000 sq.ft.ea. | 40 ea. | 4,000 |
| Individual Study Area | 20 | 900 |
| Computer Offices - 2 @ 100 sq.ft.ea. | 2 Staff | 200 |
| Supply Room | | 150 |
| Equipment Room | | 150 |
| Faculty Office | 1 Faculty | 100 |
| | | 5,500 |
| **Accounting Laboratory** | | |
| Accounting Laboratory | 30 | 900 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Management Classroom | 30 | 600 |
| Business and Public Administration Classroom | 30 | 600 |
| | | 2,100 |
| **Administrative Services Support (Office Occupations)** | | |
| Typing Rooms - 2 @ 1,350 sq.ft.ea. | 30 | 2,700 |
| Word Processing | 20 | 1,200 |
| Shorthand/Transcription Area | 20 | 1,000 |
| Equipment Supply/Checkout | | 100 |
| Faculty Offices - 2 @ 100 sq.ft.ea. | 1 Faculty ea. | 200 |
| | | 5,200 |
| **Fine Arts Complex** | | |
| Design Laboratories | 20 | 1,000 |
| Design Storage | | 300 |
| Jewelry Storage | | 200 |
| Faculty Office | 1 Faculty | 100 |
| Drawing/Painting Studios | 15-20 | 1,000 |
| Drawing and Painting Storage | | 300 |
| Faculty Office | 1 Faculty | 100 |
| Metal and Wood Studio | 15 | |
| Storage | | |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Finishing Room | | |
| Tool Crib | | |
| Sculpture Studio | 15-20 | |
| Ceramics Laboratory | 15 | 800 |
| Damp Room | | 120 |
| Clay Mixing and Storage | | 120 |
| Kiln Area | | 100 |
| Faculty Office | 1 Faculty | 100 |
| Jewelry Laboratory | 15 | |
| Commercial Design and Printmaking | 15 | |
| Storage for above | | |
| Photography Complex | | |
| Gallery for Student Work | | |
| | | 4,240 |
| Theater Complex | | |
| Lobby | | 500 |
| Theater Seating | 350 | 3,200 |
| Stage | | 2,400 |
| Stage Craft Room | | 1,000 |
| Costume Storage | | 300 |
| Dressing Rooms | | 600 |
| Control Booth | | 140 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Green Room | | 500 |
| Orchestra Area (In front of stage - 10' x 40') | | 400 |
| | | 9,040 |
| **Performing Arts Area** | | |
| Performing Arts Laboratory | | 2,000 |
| Practice Rooms - 2 @ 100; 2 @ 80; 1 @ 160 sq.ft.ea. | | 520 |
| Storage | | 250 |
| Faculty Offices | 2 Faculty | 160 |
| | | 2,930 |
| **Fitness Center** | | |
| General Use Gym | 60 | 12,400 |
| Storage for Gym | | 500 |
| Weight Room | 15 | 800 |
| Locker Areas | | 2,900 |
| Equipment Checkout and Storage | | 300 |
| Workshop/Laundry Area | | 260 |
| First Aid/Training/Dispensing Area | | 400 |
| Rest Area | | 120 |
| Faculty Offices - 2 @ 100 sq.ft.ea. | | 200 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Physical Stress Laboratory | | 800 |
| Handball/Racquetball Courts 3 @ 800 sq.ft.ea. | | 2,400 |
| Swimming Pool/Locker Area | | |
| Indoor Track | | |
| | | 21,080 |
| 1 General Classroom | | 600 |
| | | 600 |
| **Community Service Area** | | |
| Community Service Room/ Multi Purpose Room | | 1,700 |
| Kitchen | | 100 |
| Storage | | 500 |
| Locate near Fitness Center | | 2,300 |
| **Career Programs** | | |
| **Health Services** | | |
| Health Services Laboratory | 40 | 1,280 |
| EMT Laboratory | 25 | 720 |
| | | 2,000 |
| **Retail Management Laboratory** | | |
| Laboratory Area | 15 | 1,000 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Storage for Laboratory | | 250 |
| Faculty Office | 1 Faculty | 100 |
| | | 1,350 |
| A general classroom should be in this area. | | |
| **Hotel/Motel/Restaurant/Tourism Laboratory** | | |
| Hotel Management Laboratory | 15 | 1,000 |
| Storage for Hotel Management Laboratory | | 200 |
| Hospitality Laboratory - Kitchen Area | 15 | |
| Storage for Hospitality Laboratory | | |
| | | 1,200 |
| Should be near Student Center | | |
| **Electronics Laboratories** | | |
| Electronics Laboratory | 20 | 1,000 |
| Storage for Electronics Laboratory | | 200 |
| Electronics Repair Laboratory | 20 | 1,000 |
| Storage for Electronics Repair Laboratory | | 300 |
| Faculty Office | 1 Faculty | 100 |
| | | 2,600 |
| **Vocational Shops** | | |
| Building Trades Laboratory | 20 | 2,500 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Faculty Office | | 100 |
| Tool Storage | | 300 |
| Supply Storage | | 600 |
| Drafting Laboratory | 20 | 900 |
| Blueprint Room | | 140 |
| Electricity Laboratory | 20 | 1,000 |
| Faculty Office | | 100 |
| Storage | | 200 |
| General Purpose Laboratories - 2 @ 1,000 sq.ft.ea. | | 2,000 |
| Storage for General Purpose Laboratories | | 400 |
| 1 General Classroom | | 600 |
| Auto Mechanics | | |
| Horticulture/Hydroponics Laboratory | | |
| Outdoor construction slab of 600 sq. ft. not counted in total. Yard with solid fencing. | | |
| | | 8,840 |
| PHYSICAL PLANT | | |
| Receiving/Storage/Maintenance Area | | 2,000 |
| Loading Dock | | 150 |

| ACTIVITY UNIT | STATIONS | APPROX. NET SQ. FT. 1st Phase |
|---|---|---|
| Janitorial Storage | | 400 |
| Physical Plant Office/Plan Room | | 120 |
| Compactor Trash Room | | 250 |
| | | 2,920 |

| Space | Remarks | Approx Net Sq Ft |
|---|---|---|

CAMPUS ENTRANCE

The vehicular entrance to the campus must be convenient, safe and attractive. There should be no doubt as to its location both in the first phase of construction and any succeeding phases. The parking lots near the entrance must be landscaped and the pedestrian access from them to the "Front Door" of the campus must be easily located. Landmarks that might be considered here are a tower, flagpole, fountain, benches, outdoor sculpture and/or display areas.

Protection from the elements, whether wind, rain, snow or the hot sun, should be considered for people who might be waiting for a ride.

The "Front Door" should open into a Lobby that is spacious without being imposing and which will also be a lounge and reception area for College functions.

Reception Area 300

1 Receptionist; 8-12 Visitors

This space should be located in campus main entrance and should be easily identified as one appropaches the campus for the first time. Visitors will be greeted by a Receptionist who will direct them to appropriate areas. This space should be light, open, centrally located with other areas either visually accessible or readily located.

ADMINISTRATION

This is the control center of the campus and will include the Executive Unit, the Administrative Business Complex and the Administrative Computer Complex. It is not expected that the number of administrative functions will increase as enrollment increases. Therefore, the Administration Area should be completed in the first phase.

It is a high traffic area, especially the Cashier Area in the Business Complex where students pay their tuition and staff receive their checks. The Executive Unit and Business Complex should be adjoining on one level of the ground floor, easily accessible from the Campus Entrance, but somewhat removed from the major traffic patterns.

Traffic to the Computer Complex will be more internal and therefore it could be on a second floor, yet near the Executive Unit and the Business Complex.

The entire Administration Area should be near the Student Services Area where students will register and receive guidance in academic, financial and personal matters.

Executive Unit

Secretary/Receptionist Area 480

1 Secretary/Receptionist; 3 Secretaries; 1 Clerk; 8-10 Visitors

A common Secretary/Receptionist Area for the Administration Offices. Design should provide for an open area which might be sub-divided into separate areas by the use of landscape partitions or lateral files. The layout should provide for a Receptionist to serve the entire Administration Area.

Office/Conference Room - President 250

A private office for the campus chief administrator. This room will serve as a conference and work area and should be designed to accommodate a small conference area and an executive desk. This office should be in close proximity to the Conference Room and have direct access to the above Reception Area. Convenient walking relationship to other administrative offices is desirable.

Office - Dean of Instruction 150

1 Dean; 2-4 Visitors

A private office adjacent to a secretarial area and close to the President's Office.

Office - Director of Planning and Research 150

1 Director; 2-4 Visitors

A private office near the secretarial and President's area.

Office - Community Relations 120

1 Staff

A private workspace for Community Relations adjacent to high traffic area.

Storage for Community Relations 80

A small storage area directly off Community Relations Office. Some shelving.

Work Room/Duplication Area 260

The space should provide traditional work area for high priority type projects where interruptions by office routines would be a handicap to progress and to provide an area for production type jobs where collation, assembly, etc., is necessary.

Also to provide storage for archives, office supplies, files, annual, semi-annual, etc. project supplies and temporary storage for pending projects.

It should be located adjacent to the office and Administration Secretary/Receptionist Area.

Storage 100

The space should provide adequate storage for administrative records and supplies. It should be in proximity to the Secretary/Receptionist Area and should have direct access from them.

Conference Room/Storage (Coat Closet and Restrooms nearby) 450

20 Stations

Conference room should be conveniently accessible from the Administration Area. Access to an outside corridor for use by faculty and students.

Service Alcove 40

Area near Conference Room and President's Office that contains kitchen facilities. Can open directly off connecting hallway.

Mail Room 100

The space should be located convenient to Administration/Student Services spaces, but have access for campus-wide staff which does not require entrance through the Administration Reception Area.

Security Office 120

The office should be located adjacent to a major pedestrian traffic corridor or mall, convenient to Administration/Student Services and Campus Center areas.

Business Complex for Administration

Cashier Waiting Area 160

An area directly off the Main Lobby or on a major traffic pattern and directly adjacent to the Cashier Area.

Secretary/Receptionist Area 160

1 Secretary/Receptionist; 1 Clerk

Secretarial functions are performed here.

Office - Dean of Administration 150

1 Dean; 2-4 Visitors

This is a staff office for the Business Manager and should be close to the President's Office and adjacent to the Secretary/Receptionist Area.

Office - Purchasing 120

1 Staff

Accounting and record keeping functions occur in this space. This space should be in proximity to the Dean of Administration.

Office - Personnel 120

1 Staff

Accounting and record keeping functions occur in this space. The space should be in proximity to the Dean of Administration.

Office - Accounting 120

1 Staff

Accounting and record keeping functions occur in this space. The space should be in proximity to the Dean of Administration.

Secure Storage 100

A fireproof area for secure record keeping. Will include a floor safe.

Cashier Area 120

1 Cashier

The space should be secure to enable Cashier to receive payments. This space should be located in proximity to Admissions and Community Service Areas.

Secretarial Area 80

1 Secretary

Area for Secretary to the Dean of Administration. Part of Administration Waiting Area.

Administrative Waiting Area 100

4-5 Visitors

Small area that is combined with Secretary Area for the Dean of Administration and located near that office. Will also serve as waiting area for other offices in this complex.

Work Area/Word Processor/Printer 200

2 Staff

Support space for Administrative Business Complex.

Central Store 250

A general storeroom for office supplies and equipment needed on a day-to-day basis by all administrative and instructional offices. Supplies will be controlled and dispensed by Business Office personnel.

Conference Room 240

12 Stations

Conference Room should be centrally located within Administration Area.

Computer Complex for Administration

Waiting/Distribution Area 150

1 Staff; 4 Visitors

Area where faculty and staff will leave computer programs and pick up print-outs, etc. Is part of same space containing User Terminals. Controlled access.

User Terminals 160

2 Stations

Terminals here may be used by faculty and staff as needed.

Programmers - 2 @ 100 sq.ft.ea. 200

The space for the Programmers may be combined with the Terminal and Work Area. Office landscape to be considered.

Terminal and Work Area 320

4 Stations

This area opens directly onto the User Terminals and Waiting/Distribution Area and is separated from those spaces by a counter. Access to the Director's Office, the Computer Room and Printer Area is through this space.

Storage 80

Storage room for computer paper and other supplies needed in this area.

Disc Storage 120

Storage for discs and other supplies and equipment needed to use the computers and printers.

Office - Director 120

1 Director

Oversees and directs activities of entire area. Located off Terminal and Work Area and near Computer Room and Printer Area. Consider glass wall.

Computer Room 200

Area for main frame computers that service the entire campus needs. Security is extremely important. Temperature and humidity control are essential.

Printer Area 200

Adjoining Computer Room. Controlled access.

BOOK STORE

In the first phase, the Book Store is a relatively small room and should be located directly adjacent to the Business Complex for control. It should be very accessible to the students and located near the Cashier's Office. Future expansion of this space should be considered in the vicinity of the Campus Center.

Sales and Display Area 800

An area for display of books and supplies. Consider a "mall type" doorway. Direct access from and controlled by Administrative Business Complex.

Receiving Area 200

Should be located near a service entrance and have direct access to Sales Area.

STUDENT SERVICES/COMMUNITY SERVICES ADMINISTRATION

Student Services will include the Guidance Center, Financial Aid, and Admissions and Records.

Consideration can be given to combining the Reception Areas of Financial Aid and Admissions and Records with frontage on a central Lobby which may provide additional seating for people waiting to visit these offices. Lockable glass bulletin boards should be in high traffic areas for notices listing financial aid programs, employment opportunities and other student information.

The Student Activities Office should be near other meeting rooms and the Guidance Center.

The Community Services Administration Area need not adjoin Student Services Areas. Here people of all ages enroll in non-credit courses. Access to the Cashier's Office in the Business Complex is necessary. There will be some evening activity.

Guidance Center

Office - Dean of Students 150

1 Dean; 2-5 Visitors

A private office adjacent to the Secretary/Receptionist Area.

Secretarial Area 160

1 Secretary; 1 Part-time Clerk

Space for counseling staff secretarial services.

This space should be adjacent to the Career Laboratory and have central accessibility to all Counselors.

Reception Area 120

4-6 Students; the counseling receptionist will be located here

This is the space for initial student contact, where appointments are made, and is the waiting area for students before seeing a counselor. A semi-private exit should be considered.

Counselor's Offices - 3 @ 120 sq.ft.ea. 360

3 Staff

Each of these spaces should have controlled access from the Reception Area.

Office - Student Employment Coordinator 120

1 Staff

This person will work directly with the business community and with individual students to locate and place students in jobs. Located adjacent to Secretary/Receptionist Area.

Small Group Room for Testing and Conference 200

8-10

Area used for individual and group testing and for conferences. Director's Office should provide view of and direct access into the group testing room. This space should be in the Counseling Area.

Secure Storage 100

This is a filing and supply storage room.

All student guidance records will be kept in this area. This space should be directly adjacent to the Secretary/Receptionist Area and should be accessible to all counselor's offices. It must be secure.

Career Development Laboratory 650

An area for individualized career counseling and planning activities.

The room is designed for audio-visual use, modular furnishings, display areas, carrels, tables, desks and shelving.

Storage for Career Development Lab 200

Storage for print and non-print materials, supplies and equipment.

Student Activities Office 180

A work space for students involved in clubs, organizations or other activities.

Financial Aid

Reception Area 160

1 Secretary/Receptionist

The space should be adjacent to the Director's Office.

Secretarial Area 160

2 Clerks

The spaces should be adjacent to the Reception Area.

Office - Director 120

1 Staff

The Financial Aid Office should be located adjacent to Guidance and Admissions and Records so functions can share a receptionist in the early years of the College and the use of the Testing Room.

Storage 100

This space should provide security for files and supplies.

It should provide space and security for terminal and duplicating equipment and should be accessible to outer office area.

Admissions and Records

Office - Registrar 120

1 Staff

A private office adjacent to the staff work room area. Should have controlled access.

Office - Admissions Counselor 120

1 Staff

A private office with controlled access from the staff Work Area and near the Registrar's Office.

Secretary/Clerical Area 300

3 Staff; 1 Part-time

A work area for the office functions of Student Services. Should have an L-shaped floating counter to control access from the Reception Area.

Waiting Area 80

4 Visitors

Should be near student traffic flow and an area where students can fill out forms and receive information.

Mass registration will be handled elsewhere.

Work/Storage Area 200

Storage space for office supplies, application information, schedules, catalogues, etc. Registration information and materials such as signs, forms, diplomas, cases, etc. Should have access from the staff areas.

Microfilm Prep Area 100

Work area for transferring hard copy documents into microfilm. Must be secure.

Photo Copy Area 100

Part of Microfilm Prep Area.

Microfilm and Record Storage Vault 200

Fireproof and secure document storage area. Controlled access.

COMMUNITY SERVICES ADMINISTRATION

Reception/Waiting Area 140

5-7 Visitors

Enrollment and information area for Community Education classes. Located near Business Office or Cashier.

There should be a table for writing and bulletin boards and other display areas for general information.

Secretary/Clerical Area 160

2 Staff

A counter opening to Reception/Waiting Area would be desirable for handling registration.

Office - Director 140

1 Director

A private office near Secretary Area.

Office - Assistant to the Director 120

1 Assistant

A private workspace for Community Services near Director's Office.

Record Storage 180

Storage space for office records, files, supplies and program materials.

CAMPUS CENTER

The Campus Center will be the hub for student activities and must be directly off the Main Campus Entrance and Lobby. A two-story space with mezzanine should be considered. As a major gathering space for students and the community, it should have noise control, well thought-out traffic patterns and access to outside courtyards and possibly an amphitheater as well as the Main Campus Entrance. A service entrance to the Food Area is also necessary.

Multi-Purpose Room 2,900

This area provides a home base for the student when not in a structured learning environment. It might be a connector for such spaces as the Theater and Book Store and major outdoor gathering and dining areas. By rearranging furnishings, multi-functions can be accommodated. Informal student gatherings, ballroom and recreation activities, receptions, art shows, registration, orientations, graduation, and community events can occur here.

Doors should be large enough to allow a car to enter.

Quiet functions would be at one end with a more highly active area at the other. Direct access to Fast Food and Dining Areas.

Fast Food and Dining Area 1,500

A small kitchen for the preparation of sandwiches, salads and snacks. Access to Service Entrance is important. Opens directly to Dining Area, Multi-Purpose Room and Conference/Dining Room.

The Dining Area will contain tables and chairs for approximately 50 inside; additional seating outside. Opens directly to Multi-Purpose Room.

Storage 300

Direct access to Multi-Purpose Room. For stackable chairs, easels, signs, etc.

Conference/Dining Room 800

A formal meeting and dining area to be used by Board members, faculty and students. It must be readily accessible but private and quiet. A nice view is desirable.

LIBRARY & MEDIA CENTER

The Library and Media Center is a linking unit between the Campus Center and the Instructional areas of the campus. Consideration should be given to locating display areas near the entrance.

In general, it should be a central resource area for students, faculty and the community. It will provide convenient and efficient access to information and instructional support services, both print and non-print media. Independent study will be encouraged, and while traditional Stack and Periodical Areas are planned, the future will include more microfiche, ultramicrofiche and computer retrieval of print material. Therefore, this facility must be located so that currently unforeseen changes can be accommodated.

Since there will be few books initially, the first phase planning suggests two 600 sq.ft. classrooms be located in what will become Stack Areas. Therefore, these spaces must be designed so future modifications can be done with the least disruption to normal library functions.

Heating, cooling, ventilation and lighting must enhance the reading environment. Humidity control is important in the preservation of books and other materials.

The Media Center will include areas for the production and dispensing of films, film strips, slides and audio and visual tapes as well as a larger general classroom for film viewing and lecture recording. People should not have to walk through the Library to get to the Media Center. The Record/Preview Rooms, the General Classroom, and the Media Booking area should be readily accessible.

Both the Library and Media Center must have a screened, controlled service entrance which can be shared.

Library

Circulation, Exhibit/Checkout 350

A control and checkout point for all materials. One staff on duty at all times. Near public entrance and to Reading/Stack Areas. Alarm system. Should be highly visible upon entering the Library.

Card Catalog 150

Reference 200

Area for non-circulating reference books. Accessible from Librarian's Office and from Circulation. Expandable in future to double in size.

Microform Area 160

Use of microforms by students and staff. A low light area, adjacent to the Periodical Area.

Photocopy Area 80

An area for 2 copy machines that are coin operated for student use. Near Periodical/Reference Section and entrance.

Reserve 200

Check-out and study area for restricted materials. One person on duty (could combine with Circulation). There should be controlled access with a counter for check-out. Space for book carts necessary.

Periodicals 200

Current periodical display for up to 250 titles. Controlled access.

Stack Area 3,750

This will be the main housing for the book collection. Stacks for about 10,000 volumes initially with room for expansion to 30,000. Low stacks are desirable to allow an open feeling throughout the area. There should be a Lounge Area or alcove. Lighting should be uniform.

Carrels 750

25

Tables 1,500

50

Lounge Seating 600

20

Seating will be dispersed throughout the Library. No more than 4 seats per table. Electricity to most Carrels.

Librarian 140

Administrative office with glass partitions for view of Library Area. Near Work Room. On-line search services here.

Secretary/Receptionist Area 120

Adjacent to Librarian and Media Specialist office if possible.

Work Room/Storage/Receiving Area 750

This area will serve as the processing and storage area for instructional materials. It is a control area for for receiving and distribution of books and other library materials.

There must be convenient delivery access for delivery on and off campus. No through traffic to the public. Security is important. One wall with peg board and cork surfaces.

A sink with water resistant counter is needed.

Typing Room 200

8-10 stations for typewriters or microcomputers for student use.

An unscheduled space. Acoustically isolated room. Visual access without compromising security.

Seminar/Study Rooms: 2 @ 240 ea. - 2 @ 140 ea. 760

Located in the Library for general student use.

Conference Room 200

A multi-purpose room used by Library/Media staff and for use on a scheduled basis by faculty and students.

Media Center

Media Storage/Repair/Tape Duplication 400

An area for the repair and storage of audio-visual equipment.

Media Work Area 600

Area will serve as the processing and storage area for instructional materials and larger audio-visual equipment. Adjoining the Media Reception and Control Area for receiving and distribution of films, equipment and instructional materials. It should have convenient access for deliveries to various parts of the campus and for receiving from off campus.

It should have access to the campus without going through the Library.

Some minor maintenance of equipment will be done here.

Media Booking 80

A reception area and for consultation between faculty and staff and the coordinator of classroom services regarding the selection and booking of instructional materials.

Small Media Storage 200

This is to provide for storage and shelving of individual pieces of small media such as tape recorders, phonographs, carrousel projectors, and other small pieces of equipment. It should be located adjacent to the Media Booking Area and should be adjacent to the Media Work Area.

Graphic Artist Work Room 300

Work room for the production of instructional materials. Doubles as office for the graphics specialist.

Equipped with lay-out table, dry-mount press, drafting table, light table desk, and supply cabinets. Lighting equivalent to a drafting classroom is required. A sink

and adequate electrical outlets are necessary. The walls should have built-in display boards with both peg-board and cork-board type surfaces. This area could be located off the Media Work Area.

Photo Lab Complex and Storage 150

Space should be divided into two rooms--one for film developing and the other for photocopy work, printing and enlarging.

Sinks, trays, print washers and storage cabinets are required.

The darkroom should be located directly off of the Graphic Artist Work Room, with access through the Graphic Artist Work Room only.

Record/Preview Rooms - 2 @ 100 sq.ft.ea. 200

Spaces are dual purpose and should serve as sound-proof rooms for faculty and students to use for making audio tapes, and be equipped as preview rooms for previewing films, filmstrips, and tapes by faculty and students.

These spaces should be in close proximity to Media Work Area and the Media Booking Area.

Office - Media Specialist 120

A private work space located near Librarian's Office and Secretary/Receptionist Area.

General Classroom 750

A room for film viewing and lecture recording should be nearby.

INSTRUCTIONAL AREAS

In the first phase, 15 Faculty Offices will be clustered with a Secretarial Support Area. This grouping should be located near the General Classrooms and where they will

be convenient to students. The other offices will be dispersed throughout the campus as indicated in the detailed space specifications. Part-time faculty will use one general classroom for a work space and student conferences.

Faculty Areas

Faculty Offices - 5 @ 120 sq.ft.ea. & 10 @ 100 sq.ft.ea 1,600

Those offices that are not specifically located in an instructional area may be clustered near the classrooms. The Secretarial Support Area should be convenient to all and might provide access control to the office cluster.

Secretarial Support Area 250

Space for faculty support and small waiting area.

Developmental Studies

General Tutoring Area 1,300

1 Receptionist; 50 Stations

This space is intended for individualized self-paced instruction in developmental reading and writing.

The room will be zoned for various functions with movable partitions providing some visual and acoustical separation, for individual and small group work. Designed for modular furnishings, carrels and tables. All carrels should have electrical power.

A receptionist will oversee area. Provision should be made for storage of print and non-print media, primarily in flexible, movable storage facilities.

General Classroom 600

30 Stations

General purpose classroom adjacent to Developmental Studies.

Work Study/Storage Area 200

4 Stations

Space should provide for the storage of instructional materials and provide a general work area. This space should be located in proximity to the General Tutoring Area.

Conference/Testing Area 200

8-10 Stations

Conference Room should accommodate approximately 10 students. Should be located close to the General Tutoring Area.

Office - Director 120

1 Director

Private office near General Tutoring Area.

Faculty Offices - 3 @ 100 sq.ft.ea. 300

3 Staff

Private offices for the Developmental Studies faculty.

Pre-Baccalaureate Programs

The nine General Classrooms along with the Lecture Hall and the Journalism Laboratory can be clustered with the Science Laboratories and the Computer Areas. The Accounting Laboratory and the two classrooms needed adjacent to it and the Administrative Services Management Area can also be in this general area. This will be a high traffic area.

In the future, additional classrooms and laboratories will be added.

General Instructional Areas

General Classrooms 4,900

9 @ 600 sq.ft.ea.; 30 Stations each

To be used primarily for general instruction. There should be natural light without glare and all ceilings and walls should be acoustically treated. They should contain movable armchairs, 1 desk with lecturn and chair, blackboards on two sides and tackboards for hanging maps, drawings, etc.

In the room(s) used primarily for instruction in mathematics, consideration should be given to having chalkboards with special grids imprinted on them, or be equipped with sliding panels with the special grids imprinted on them.

Lecture Hall 1,350

90 Stations; fixed seating

Besides blackboards and tack boards, this room should have a wall or projection screens suitable for showing films or two slides simultaneously. The floor should be stepped and there should be a small projection booth or area. Acoustical treatment is important; natural light is not desired.

Journalism Laboratory 600

A general classroom with an adjoining Work Room/Storage/Photographic Area.

Work Room/Storage/Photographic Area 250

Work Room should have counters for working space. Cabinets below counters for supplies used in layout and design. Storage cabinets above counters. Electrical plugs for typewriters. Tables for work space.

Science Laboratories

Biology Laboratory 1,500

24 Students

Biology, physiology, zoology, anatomy, etc. will be taught here.

Contains faculty demonstration table, student laboratory tables, and a separate lecture area for an equal number to include seating, blackboard and demonstration table with sink, air and gas.

There should be adequate electrical outlets throughout the room, one fume hood for experiments and the exhaust of irritable odors; additional fans for adequate ventilation. VA tile floor, acid resistant surfaces.

Should have direct access to Biology Prep-Storage Area.

Biology Prep-Storage 460

Lockable storage cabinets.

Faculty Office 100

1 Faculty

Chemistry Laboratory 1,500

24 Students

Elementary chemistry, inorganic chemistry, quantitative and qualitative analysis, organic chemistry, etc. will be taught here.

Contains faculty demonstration table, student laboratory tables, and a separate lecture area for an equal number of students to take notes and observe demonstrations.

The floor should be contamination-resistant concrete with vinyl asbestos tile; other surfaces should be acid-resistant. There should be an acoustical tile ceiling with recessed fixtures. Highly efficient ventilation systems are critical for the successful operation of equipment.

Exhaust should not be carried to other interior spaces or public exterior spaces.

Laboratory tables should have lockable drawers, acid-proof sinks, hot and cold water, natural gas.

There should be safety shower(s) and eye washers.

Should be able to darken the room.

Storage and display cases and a refrigerator-freezer should be available.

Chemistry Prep-Storage 400

Lockable storage cabinets; safe storage of flammable liquids and acids that meet all code requirements.

Faculty Office 100

1 Faculty

Physics Laboratory 1,500

24 Students

Contains faculty demonstration table, student laboratory tables, and a separate lecture area for an equal number of students. The demonstration table should be for multi-purpose use with water, air, gas, and power available.

VA tile floor; electrical outlets at station areas, lockable storage, chalkboard, projection screen.

Should be able to darken the room.

Direct access to Physics Prep-Storage area and Balance and Instrument Storage.

Physics Prep-Storage 400

Lockable storage cabinets.

Balance and Instrument Storage 150

Area for work table, lockable storage cabinets. Balance table should be isolated and free from vibrations. Can open off Preparation Room. Should be accessible to both the Chemistry and Physics Laboratories.

Faculty Office 100

1 Faculty

Computer Area

Computer Laboratories - 2 @ 2,000 sq.ft.ea. 4,000

40 Stations Each

Video and printer terminals connected to the main frame computer in the Computer Complex for Administration. Approximately half of the stations will be for micro-computers. These spaces should have acoustic partitions, special electrical wiring and a static-free environment. Some stations for graphics.

Individual Study Area 900

20 Stations

Equipped as the Computer Laboratories and available on a non-scheduled basis.

Computer Offices - 2 @ 100 sq.ft.ea. 200

1 Staff each

Supply Room 150

For the storage of papers and discs. Consider a dutch door for dispensing.

Equipment Room 150

A storage area for software packages and parts for micro-computers and other equipment. Consider a dutch door for dispensing.

Faculty Office 100

1 Faculty

Accounting Laboratory

Accounting Laboratory 900

30 Stations

For instruction in the accounting program. Areas will contain work tables, side wall work counters for electrical calculators, front and side wall chalkboards and tack boards, and projection screen. Adjacent to Administrative Services Support Area.

Management Classroom
Business and Public Administration Classroom 1,200

2 Classrooms @ 600 sq.ft.ea.

30 Stations Each

These are general classrooms that will be used for Management and Business Administration training but will also be scheduled for any other instructional need requiring a general classroom situation. Located adjacent to Accounting and Business Management Areas.

Administrative Services Support (Office Occupations)

Typing Rooms 2,700

2 @ 1,350 sq.ft.ea.; 30 Stations each

For teaching advanced and elementary typing. Should have adequate and convenient 4-plex electrical outlets, acoustic treatment and movable partitions, movable storage facilities, chalkboard and tack board.

Consideration should be given to the design of U-shaped work areas. Static-free.

Word Processing 1,200

20 Stations

Learning center for electronic and memory typewriters and displaywriters.

Shorthand/Transcription Area 1,000

20 Stations

Shorthand dictation, transcription, machine transcription, and related courses will be taught. Acoustic partitions, adequate 4-plex electrical outlets.

Equipment Supply/Checkout 100

Area for storing calculators, tape recorders, tapes and other related equipment and materials. Consider a dutch door.

Faculty Offices - 2 @ 100 sq.ft.ea. 200

1 Faculty each

Fine Arts Complex

The Fine Arts Complex, Theater and Performing Arts may or may not be in the same general area. Care must be taken to avoid traffic patterns through unclean areas, such as ceramics, to go to cleaner areas. In general, art studios need access to outside yard areas as additional work spaces and service entrances.

It is expected that the size of the Fine Arts Area will double in the future with the expansion of programs.

Design Laboratories 1,000

20 Stations

A utilitarian studio for two-dimensional and three-dimensional design. Can also be zoned for jewelry in first phase. Low maintenance floors and wall surfaces required. Tack board or replaceable plywood surface on

most walls. Walls should be a true flat white. Ceiling should be at least 12' high without obstructions. Recessed lighting. Dual or triple sink with interceptor trap. Compressed air installed. Investigate logic of floor drain and special sound treatment in the area of the air compressor.

Design Storage 300

Student lockers and storage for student projects, equipment and supplies.

Jewelry Storage 200

Secure storage for jewelry materials, supplies and tools.

Faculty Office 100

1 Faculty

Drawing/Painting Studio 1,000

15-20 Students

Contains dual sink' with interceptor tap, tack boards, chalkboards, models dressing room, model platform. North and East exposure to natural light. Ventilation and temperature control.

Drawing/Painting Storage 300

Student lockers and storage for easels, horses and paintings.

Faculty Office 100

1 Faculty

Ceramics Laboratory 800

15 Stations

Studio for ceramics and ceramic sculpture. Contains wedging board, potter's wheels, work tables, tack boards, chalkboard,

shelving and student lockers. Also, smooth, low maintenance floors, water resistant walls, floor drains, and double doors. Ventilation, sound and temperature control, and proper lighting required. Direct access to Damp Room, Clay Mixing and Storage and Kiln Area.

Damp Room 120

Shelving for storage of pots and other projects for slow drying.

Clay Mixing and Storage 120

Dual or triple sink with adequate clay trap and a Pug Mill.

Kiln Area 100

Part of Ceramics Laboratory or a separate room. Equipped with 1-2 gas fired kilns. Concrete floor, shelving, ventilation, and temperature control required.

Faculty Office 100

1 Faculty

Theater Complex

The Theater must have access to a major public traffic area with adequate parking and night lighting. The Theater entrance and outside gathering area must be attractive and inviting. This area might be near the Campus Center where the Lobby could be shared and where food would be available. The Theater Lobby might also be adjacent to the future Conference Center. A service entrance to the Stage Craft area is essential.

Lobby 500

A multi-purpose area to include an exhibit area, reception area, ticket booth and a coat room.

| | |
|---|---|
| Theater Seating | 3,200 |

350 Stations, minimum

There must be no windows and entrances must be arranged as to maintain a completely dark interior. Special lighting and acoustical treatment. Theater seats.

| | |
|---|---|
| Stage | 2,400 |

Stage should accommodate concerts, plays, motion pictures, forums, recitals and other college and community events.

Also for instruction in drama, dance, speech, stage craft, theater technique and production.

Flexible, simple lighting and provision for closed circuit TV and public address system. Access to delivery area.

| | |
|---|---|
| Stage Craft Room | 1,000 |

This is a preparation and storage area for scenery and properties located off stage and near the service entrance. There should be proper acoustical separation between this area and performing areas.

| | |
|---|---|
| Costume Storage | 300 |
| Dressing Rooms | 600 |

Two dressing rooms, female and male, located off stage with restrooms nearby. Dressing rooms should include counter space with make-up mirrors, sink and good lighting.

| | |
|---|---|
| Control Booth | 140 |

Central light and sound control booth with storage for recording and projection equipment.

Green Room 500

A public space with access from the stage and from public corridors used for greeting performers after a show. Reporters interview players here; speakers, dancers and musicians use it as a warm-up area; serves as a small performing arts lab and for teaching piano, guitar, and vocal and instrumental ensembles. Local groups can use it as a reception area after a performance.

Orchestra Area 400

A multi-purpose area in front of the stage to be used as an orchestra pit, extra seating or additional stage area.

Performing Arts Area

The Performing Arts Area is directly related to the Theater, but sound transmission from it to the stage and other campus areas should be controlled. A service entrance to the Performing Arts Laboratory is necessary.

Performing Arts Laboratory 2,000

Space will be used as a rehearsal room for school groups such as band, orchestra, chorus and dance and by the community for large music organizations and small recitals. It should be accessible from the main student traffic through double doors and should have convenient access to the outside for loading instruments into vehicles.

It should be shaped and treated for acoustical perfection providing for the elimination of sound transference and proper internal atmosphere. The treatment should not only contain the sound but prevent deadening.

Practice Rooms - 2 @ 100; 2 @ 80 & 1 @ 160 sq.ft.ea. 520

For individual music practice. Located near Performing Arts Laboratory. Should have outside windows. Avoid straight lines and 90° corners. Consider acoustics when choosing surface finishes.

May also serve as listening rooms. Ventilation important.

Storage 250

Storage area with double doors located directly off Performing Arts Laboratory.

Faculty Offices 160

Space for 2 faculty in one office space.

Fitness Center

The Fitness Center and the Community Service Center need convenient public access as both the gym and the Multi-Purpose Room will be used by the community and students both day and evenings. Both of these areas will need future expansion.

The Fitness Center will be used not only for general Physical Education classes, recreation and in the future, intramurals, but also as a mid-management training facility to teach people to run spas and fitness centers, and as an educational center that deals with leisure services, city recreation, and services for the elderly and the handicapped.

General Use Gym 12,400

This is a major high ceiling indoor teaching area for basketball, volleyball, badminton, and tennis. Will be used for intramural sports. The floor may be wood or synthetic material. Walls should be free of obstruction and must be hard, easily cleaned surfaces. No direct sunlight. Ceiling height a minimum of 24' unobstructed by hanging lighting fixtures, etc. Acoustical treatment is critical; mechanical systems should not be noise generators. Doors into the gym should not open directly onto the playing floor. Ventilation. Public address system, recessed fountains, remote controlled backboards, and scoreboard installed on one end wall.

Storage for Gym 500

This area should be near the Gym but also near an exterior door for access to the external playing fields. Storage for mats, volleyball standards, track, football and archery equipment. Double doors. Concrete floors.

Weight Room 800

15 stations minimum at weight machines and in a free weight area

This is an exercise room for both instruction and recreation using machines, free weights, punching bag, bicycle ergometers, etc. Double doors into the space. Shatterproof mirrored surface approximate 5' high by 12' long and 2' off the floor on one wall. Floors should be designed to hold equipment which may weigh up to 4,000 pounds. Acoustical treatment and ventilation.

Locker Areas 2,900

These areas should be centrally located for both male and female and should include shower, dressing areas and restrooms. Lockers will be used on a class time basis and not assigned for a long period of time. These rooms must be well ventilated and should have a floor impervious to moisture and of non-skid surface. All areas should be tiled. Separation of wet and dry foot traffic should be accommodated. In the women's area, there should be both individual and semi-private shower and dressing areas. Hand dryers to be installed.

Equipment Checkout and Storage 300

Storage of physical education equipment and supplies. Should be located so students can check out equipment to be used in the Gym, the Multi-Purpose Room (see Community Service Area) and the fields.

Workshop/Laundry 260

For repair and maintenance of physical education equipment. Can be part of the Equipment Checkout and Storage Area so 1 staff can handle both. A small area for washer and dryer; storage of towels, supplies, can be part of this area.

First Aid/Training/Dispensing Area 400

Space for first aid and training, secure storage, examining table and whirlpool bath. All wall surfaces must be easily cleaned and floor surfaces must be easily cleaned and floor surfaces must be non-skid in the water area(s). Locker and shower areas accessible. Room includes a small desk, a scale, sterilizer and refrigerator.

Direct access to the Rest Area through doors wide enough to allow for the passage of a wheel chair or stretcher is necessary. Include a sink, storage cabinets and several electrical outlets.

Rest Area 120

This is a cot room for ill or injured students.

There should be some consideration for dividing this room by curtains in case more than one student is ill at a time. There should be access to rest rooms (preferably within the space), to the First Aid Area, and to the outside to facilitate moving sick patients to emergency vehicles.

Faculty Offices - 2 @ 100 sq.ft.ea. 200

1 Faculty each

Physical Stress Laboratory 800

This laboratory will provide for controlled cardiovascular activities. It will be designed as a health area to serve not only the students but also any demand by the public. Typical activities occurring in this space would be rope jumping, rowing machines, treadmill, bicycle ergometer and punching bag.

Handball/Racquetball Courts - 3 @ 800 sq.ft.ea. 2,400

For instruction and recreation. Requires recessed light switches and no fixtures projecting into the playing area. There should be a quality hardwood or synthetic floor,

acoustical treatment on the rear 1/3 of the ceiling, and a peephole or window in the door. Consideration should be given for a glass wall in at least one of the courts for public viewing of the game.

1 General Classroom 600

Community Service Area

Community Service Room/Multi-Purpose Room 1,700

Space to be located near Fitness Center for dance, wrestling, yoga and other activities. It will be available to the public for community activities such as square dancing and group meetings.

Kitchen 100

A small area equipped for preparing occasional meals.

Storage 500

Opens directly off Multi-Purpose Room with double doors.

Career Programs

Classes in both the Pre-Baccalaureate and Career educational programs will be scheduled in the general classrooms and laboratories described earlier.

The Career Programs can be divided into two major groups. One group including Health Services, Retail Management, Hotel/Motel/Restaurant/Tourism (HMRT), and Electronics, are clean activities and can be located near other classrooms, laboratories and other campus areas. Health Services could be near the Science Laboratories. Retail Management and HMRT should be near the Campus Center so the 800 sq.ft. Dining/Conference area and the Fast Food Area may be used for laboratory experiences. Electronics could be either near the Computer Area, or near the Electricity Laboratory in the Vocational Shop Area.

The second group of Career Programs, the Vocational Shops, require a large walled outdoor service yard and somewhat separate location to contain high sound levels. However, the activities here must be a part of the general campus, not only so all students can be aware of them, but also so the students here are integrated into the total life of the campus.

This area is one in which the growth is difficult to predict and in which the space needed for it can be very large. Land must be available for this change and growth.

Health Services 2,000

During the first phase, the College will develop Health Services programs in such areas as nursing, emergency medical services, gerontology, inhalation therapy and radiology. This space, leased spaces, existing facilities at other community institutions, and spaces described earlier in the Fitness Center will be needed. Health Services programs and facilities will be further defined and expanded in the second phase.

Retail Management Laboratory

Laboratory Area 1,000

15 Stations

An area for study, testing, and display related to retail management work experiences. Equipped with movable divider desks, tables, chairs, tack boards, chalkboard, floating counters, display cases, and retail business machines.

Storage for Laboratory 250

Faculty Office 100

1 Faculty

Hotel/Motel/Restaurant/Tourism Laboratory

Hotel Management Laboratory 1,000

15 Stations

Laboratory area for mock-ups of different type hospitality work situations. Equipped with movable partitions, desks, tables, chairs, tack boards, chalkboard, floating counters, display cases, and retail business machines.

Storage for Hotel Management Laboratory 200

Electronics Laboratories

Electronics Laboratory 1,000

20 Stations

For basic and advanced electronics instruction for such programs as electronics engineering, telecommunications, and microelectronics. Includes work benches, tables, electronic control units, basic test equipment and signal generators, etc. Floor should allow for easy movement of equipment and must have an insulation barrier to prevent grounding. Adequate electrical distribution system, chalkboards, tack boards, shelving and sink with hot and cold water. Lighting above each bench.

Storage for Electronics Laboratory 200

Student lockers, shelving and storage cabinets for equipment, tools and materials.

Electronics Repair Laboratory 1,000

20 Stations

For hands-on instructional experiences for courses in small appliance repair, radio/television repair, microwave, digital and solid state technologies. Work benches, tables, adequate electrical outlets and lighting for each bench (120-240 volt outlets). Floor should allow for easy movement of equipment and must have an insulation barrier to prevent grounding. Chalkboards, tack boards, shelving and sink with hot and cold water.

Storage for Electronic Repair Laboratory 300

Student lockers, shelving and storage cabinets for equipment, tools and materials.

Faculty Office 100

1 Faculty

Vocational Shops

Building Trades Laboratory 2,500

20 Students

A general laboratory and demonstration space for the introductory building trades program and the janitorial, maintenance and general repair program. Includes course work in plastering, carpentry, roofing, masonry, cement masonry, plastics, solar construction and related plumbing. Laboratory contains a sink with hot and cold water, chalkboards, tack boards, shelving and work benches. The floor should be sealed concrete with a drain at the exterior door. The door should be 14' high. Adequate ventilation, lighting, electrical distribution system. Controlled access to storage areas. Opens onto a large exterior yard for additional storage and work space. Outdoor construction slab of 600 sq.ft. Yard with solid fencing.

Faculty Office 100

1 Faculty

Tool Storage 300

Supply Storage 600

Inventory of materials and supplies to support program.

Drafting Laboratory 900

16 Stations

For drafting and blueprint reading instruction. Includes tables, chalkboard, tack boards, storage for drawings and flat drawers and sink with drainboard and hot and cold water. Electrical outlets at each drafting table, VA tile floors, and overall fluorescent lighting.

Blueprint Room 140

Opens off Drafting Laboratory. 220 volt outlet plus other electrical outlets for reproduction equipment. Sink with cabinets above and below. Ventilation.

Electricity Laboratory 1,000

20 Stations

A hands-on instructional space for programs in basic electricity, its nature, control and use. Contains work benches, tack boards, chalkboard, shelving and sink with hot and cold water. Floor in this laboratory should allow for easy movement of equipment and must have an insulation barrier to prevent grounding. Adequate electrical distribution system for soldering and other equipment. Located adjacent to Building Trades Laboratory. Opens onto an outside loading area.

Faculty Office 100

1 Faculty

Storage 200

Storage area for Electricity Laboratory

General Purpose Laboratories 2,000

2 @ 1,000 sq.ft.ea.

Laboratories for short-term vocational programs as determined by employment demands.

Storage for General Purpose Laboratories 400

1 General Classroom 600

PHYSICAL PLANT

Maintenance and support for campus facilities is provided by the Physical Plant through its maintenance shops and Shipping, Receiving and Storage Areas.

There will need to be areas for outside dry storage (not heated or cooled), open storage and indoor storage. In addition, the Storage Area must accommodate landscape equipment and supplies. Space must be available for dumpsters in this area.

A supervisor will be located here along with the necessary staff.

The Physical Plant should be located so it is easily accessible but not near the entrance of the campus or in a main pedestrian traffic area. A walled service yard is essential.

Receiving/Storage/Maintenance Area 2,000

This space should be adjacent to the Loading Dock for temporary storage for all incoming furniture, equipment and supplies. There should be an overhead 12'x12' door onto the dock for passage of large items. A drain at the door. Consider storing a battery operated delivery truck here. Part of this area should be well lighted and wired for both 110 and 220 volt power and be equipped with a work bench and storage cabinets. Repair of campus equipment and furniture and the layout of construction details for small remodeling jobs will occur here.

Includes shelving and lockable cabinets for the storage of paper, pencils, chalk, lab supplies, etc. and other items that do not go directly to the Central Store in the Administration Area.

Loading Dock 150

Loading and unloading of all goods, supplies, furniture, etc. A ramp for fork-lift and delivery trucks should be considered. The Loading Dock should be covered and open onto a loading yard. It should accommodate both freight and pickup trucks.

Janitorial Storage 400

Storage area should be separate from the other storage areas. It should include a secure storage area for small supplies (light bulbs, cleaning supplies, etc.) and for bulky items (cases of paper towels, etc.)

Physical Plant Office/Plan Room 120

A private office for the Director of Building and Grounds. All construction drawings will be stored here. It should be near the Receiving Area for supervision.

Compactor Trash Room 250

An enclosed area housing automatic compactor. It should have access to the outside for pick up of refuse.

Outside Service

This yard should be large enough to park at least five campus vehicles and have access for delivery trucks and service vehicles. There should be a concrete pad adequately drained for a car wash. Space should be well lighted and screened by fence and/or shrubs with an easy entrance/exit for large vehicles. Consider a service island with gasoline, air pumps and water. There should be a large covered storage yard, completely paved.

Consider a rain tight structure to store fertilizer and grounds maintenance equipment.

# SITE REQUIREMENTS

The selection of a suitable site for the location of Santa Fe Community College campus is recognized as an action of great importance. The site location will impact on the character of the campus, its acceptance and use by the citizens, the cost of construction and influence development of surrounding land areas.

Because of time constraints, site selection is not part of this document. Its accomplishment, however, will follow immediately. The following general site selection criteria will guide the process.

1. To accommodate present and future enrollments and developments, the site should be a minimum of 100 to 125 acres.
2. The site should be as near as possible to the population area which is to be served.
3. Sites with nuisances such as disturbing noises, smoke, dust, odors and unsightly views should be avoided.
4. Accessibility to the site should be provided by using adjacent streets of proper size to carry the anticipated increase of traffic.
5. Utility services such as gas, water, sewer (sanitary and storm), electricity and telephone should be in close proximity to the site to avoid excessive cost of utility extensions.
6. Consideration should be given to natural factors such as soils, topography, drainage, climate and vegetation and their suitability for, or impact on, proposed development.
7. Existing land use, ownership of adjacent property, zoning, proximity to safety facilities (police and fire), city, county and or state planning regulations should be identified.
8. The site should be attainable at a reasonable cost.

# FINANCES

It is difficult to accurately predict project construction costs because they are affected by so many variables. Some of those variables are: whether the initial construction phase is a mix of types of space or dominated by high or low cost spaces, the efficiency of design work which determines the ratio of net to gross square feet, the degree of site difficulty, and the rate of inflation.

The SFCC space analysis indicates 120,000 net square feet will be needed to conduct a full-service community college program of educational services. Using that NSF (120,000) and projecting costs forward eighteen months, the following estimated total project construction costs* are projected.

120,000 (NSF) x 1.45 (net to gross ratio) = 174,000 GSF

| | | |
|---|---|---|
| | | $ 95 = $16,350,000 |
| 174,000 GSF | x | $100 = $17,400,000 |
| | | $105 = $18,270,000 |

---

* Total project construction costs include: general construction, mechanical construction, electrical construction, surveys and tests, site development, furnishings, equipment, contigencies, architects fees, legal fees and utility extensions. (Land acquisition is not included.)

Possible sources of funding for SFCC campus construction include:

(1) New Mexico Legislative appropriation--

The legislature has traditionally supported New Mexico community college capital outlay projects up to 75% of project cost.

(2) Santa Fe Community College district general obligation bond issue--

Local district funding of at least 25% of the project cost is normal procedure.

Bonding Capacity:

| | |
|---|---|
| $288,165,962 | SFCC 1983-84 District Valuation |
| 3% | |
| $ 8,644,790 | SFCC Bonding Capacity |

EXAMPLE:

| | |
|---|---|
| $ 4,350,000 | Santa Fe District GO Bonds |
| 13,050,000 | Legislative Appropriations |
| $17,400,000 | Projected Project Cost |

# FUTURE CONSIDERATIONS

The information contained in this Facilities Space Needs Study is based on known program and support service needs which comprise the space requirements necessary to operate a complete core program for Santa Fe Community College (SFCC).

During the coming years the college, by staying "in tune" with community developments and directions, will identify new program and service needs. While a forecast of space needs in future building phases can be attempted now, a more accurate definition of needs will become apparent after the College has experience in operations.

A forecast of possible future expansion would be of two types. An example of the first, expansion of present spaces to accommodate a larger student enrollment, might include Fine Arts Studios in sculpture, jewelry, and photography to support the possible future development of a transfer fine arts program. Santa Fe's natural environment, artists, galleries and museums suggest the untapped community resources for such a program. SFCC will need to be responsible in exploring this potential with the community.

Other possible programs and spaces to be expanded include:

(1) Developmental Studies (Adult Basic Education)

(2) Book Store

(3) Food Service

(Could be in conjunction with center for workshops and seminars)

(4) General Purpose Classrooms

(5) Faculty Offices

(6) Administrative Services Support (Office Occupations)

(7) Science Laboratory

(8) Vocational Shops

a. Automotive Trades

b. Horticulture/Hydroponics

c. Other

(9) Auditorium

A second kind of future expansion would be for spaces to operate programs and services not yet identified or verified. Some of those functions could be as follows:

(1) Tele-Communications Laboratories (Radio, TV, Film)

(2) Culinary Arts (Food Preparation)

(3) Center for workshops and seminars.

(4) Dormitories

(5) Large Performing Arts Theatre

(6) Facilities designed in cooperation with city, county or state government

(7) Other

# APPENDIX



OCCUPATIONAL PROGRAMS
SFCC District

A. Immediate Need Career Programs/Courses
as indicated by Surveys (Bibliography Attached)

- Accounting/Auditing
- Administration of Justice
  - Law Enforcement
  - Correction Services
  - Security Management
- Administrative Services Management
  - Word Information Processing
  - Administrative Services Support (Secretarial/Shorthand)
  - Clerical Support
- Banking
- Business Administration
- Business Data Processing
- Care and Guidance of Handicapped Children
- Classroom Teacher Aide
- Computer Operations
- Computer Programming
- Construction Trades/Solar
- Custodial Maintenance/General Repair
- Drafting
- Early Childhood Education
- Electronics
- Electronics Maintenance and Repair
- Fire Science
- Gerontology
- Health Physical Education
- Health Services
  - Nursing
  - Emergency Medical Services
  - Inhalation Therapy
- Hospital Management
- Hospitality (Hotel-Motel-Restaurant-Tourism)
- Mining Technology
- Physical Therapy
- Pre-Engineering
- Public Administration
- Real Estate
- Recreation Leadership
- Retailing
- Small Business Management
- Surveying Technology

B. Second Phase Career Programs

- Administrative Services Management
  - Medical Services
  - Legal Services
  - Bilingual Services
- Automotive Mechanics
- Commercial Design
- Commercial Photography
- Communication Arts Technology
  - Communication
  - Media Production
- Deaf Instruction
- Horticulture/Hydroponics Lab
- Medical Records Technology
- Photography
- Printmaking
- Small Engine Repair

C. Other Possible Career Programs

- Advertising
- Animal Science - Horses
- Building Standards
- Business Machine Repair
- Child Care Management
- Dental Laboratory Technology
- Dialysis Technology
- Dietetic Technology
- Diesel Mechanics
- Energy Management
- Fashion Design
- Forestry Technology
- Gunsmithing
- Interior Design
- International Trade
- Land Use Management
- Landscaping
- Library Technician
- Life Insurance
- Locksmithing
- Motorcycle Mechanics
- Music Instrument Repair
- Natural Resources
- Paraprofessional Counseling
- Piano Tuning
- Pollution Abatement
- Printing

Property and Casualty Insurance
Radiologic Technology
Respiratory Therapy
Sanitation Technology
Special Education Instructional Aide
Welding

References

1. "The Community College and State Government in Santa Fe," by Dr. David Larson, Personnel Research Director, and Dr. Natalie Babcock, Staff Development Coordinator, New Mexico State Personnel Office, Santa Fe, New Mexico, August 5, 1982.

2. "Jobs to 1990" and "Occupational Manpower Needs to 1990," New Mexico Employment Security Department, Research and Statistics Section, Albuquerque, New Mexico, September 1982.

3. New Mexico State Department of Vocational Education, Wilma Ludwig, Director.

4. "Training Needs Assessment," New Mexico Taxation and Revenue Department, Vicki Fisher, Secretary, Training Section, Human Resources Development Bureau.

5. New Mexico Vocational Association, P. O. Box 5206, Santa Fe, New Mexico 87501.

6. "Postsecondary Needs Assessment for Santa Fe, New Mexico," conducted by the Santa Fe Board of Education, 1980-1982.

7. "Report of a Survey on the Feasibility of Creating a Junior College District in Santa Fe, New Mexico," by Dr. Bill J. Priest, Consultant in Community/Junior College Education, and Others for the Santa Fe Public School District, September 1982.

8. "A Response to the Documented and Unmet Needs of the Citizens of Santa Fe for Accessible Postsecondary Academic and Vocational Education," by Dr. Alex Sanchez, Associate Provost for Community Education, University of New Mexico, Albuquerque, New Mexico for the Santa Fe School Board, April 2, 1981.

9. "Technical-Vocational Education in Albuquerque and Santa Fe," by Dean G. Arrasmith, Associate Director, and Peggy J. Blackwell, Ph.D., Director, Behavioral Research Division, Institute for Applied Research Services, University of New Mexico, Albuquerque, New Mexico.

10. Other Businesses, Agencies, and Institutions

Banking

American National Bank, Diane Schulte, Vice President and Cashier.

New Mexico American Institute of Banking, Board of Directors.
First Interstate Bank, M. Ann Rhoades, Vice President, Human Resources Director; Margo H. Barr, Assistant Vice President; and others.
Valley National Bank, Espanola, Becky Thompson, Assistant Vice President and Education Coordinator for American Institute of Banking.

Business - Administrative Services Support, Accounting, Business Computing, Marketing

Albuquerque TVI, Jackie Sanders, Assistant Dept. Chair, Business Occupations Department.
Mesa Community College, Business Chairperson.
Northern New Mexico Community College, Priscilla Trujillo, Office Occupations Chairperson.
Phoenix College (Community College), Business Chairperson.
Scottsdale Community College, Business Chairperson.
Yavapai Community College, Tom Jay, Dean of Vocational Education.

Chamber of Commerce

Santa Fe Chamber of Commerce, Diane Baker, Director.

Fire Science

Los Alamos Fire Department, Richard Chapman, Assistant Chief.
New Mexico State Fire Marshall's Office, Bob Baca, Director of Training and Education.
Santa Fe Fire Department, Tom Broome, Chief.

Government

City of Santa Fe, City Hall, Carla Mares, Personnel.
New Mexico Corrections Department, Jerry Sather, Director, Educational Services Department.
New Mexico Energy and Minerals Department, Administrative Services Division, Gloria Lithgow, Director.
New Mexico Finance and Administration Department, Maria Robinson, Training Specialist.
New Mexico State Highway Department, Karleen Boggio, Public Information Officer.
New Mexico Taxation & Revenue Department, T. C. Shaffer, Training Director; Eugene Drumm, Chief, Human Resource Development.

Hospital Management

St. Vincent Hospital, Jacqueline Laing, Director of Education.

Hospitality (Hotel-Motel-Restaurant-Tourism)

Albuquerque Technical-Vocational Institute, Doug Dunning, Coordinator of Culinary Arts Program.
New Mexico Highlands Univ., John Cameron, Business Department Chair.
New Mexico Restaurant Association, Jack Ruggs, Executive Director.
Restaurant Owners and Managers:
Inn at Loretto, Jim Bagby, General Manager
La Tertulia, Charles Nashan, President, N.M. Restaurant Association.
Ramada Inn, Joe Pennington, President, Santa Fe Lodgers Association.
Santa Fe Gourmet, Lee Fredrickson, Owner.
Santa Fe Inn, Grant Riley, General Manager.
Rocky Mountain Tours, J.D. Arnold.

Public Administration

University of New Mexico - Albuquerque, Public Administration Division, Dr. Zane Reeves, Chairman; Anthony Dorame, Adjunct Instructor, Tribal Administration.

Real Estate

New Mexico Real Estate Commission, Pat Harrelson, Executive Director; Loretta Valdez, Assistant Executive Secretary.

NESTLED IN THE FOOTHILLS OF THE SANGRE DE CRISTO MOUNTAINS IN NORTH CENTRAL NEW MEXICO, AT 7,000 FEET ABOVE SEA LEVEL. ENJOYS SEMI-ARID, COOL SUMMERS AND MILD, SUNNY WINTERS.

| POPULATION: | 1970 CENSUS | 1980 CENSUS |
|---|---|---|
| City | 41,167 | 48,953 |
| County | 54,774 | 75,306 |

CLIMATE: Weather Highs/Lows (Average)
Jan 40/19°F July 81/56°F

Total Precipitation (average) 13.8"

COST OF LIVING: High compared to rural and metropolitan areas; low compared to industrial areas. Necessary to have base figures of both types of areas to check out difference.

TRANSPORTATION: No public transportation. Taxis available. Shuttlejack (between Santa Fe and Albuquerque Airport)

NEWSPAPERS: 3

MEDICAL

| | | | |
|---|---|---|---|
| Hospitals | 1 | Beds | 235 |
| Clinics | 5 | Beds | 0 |
| Doctors | 124 | Dentists | 63 |

GROWTH RATE: Average annual growth rate 2.4%

| MAJOR EMPLOYERS | EMPLOYEES |
|---|---|
| State Capitol | 6,438 |
| Santa Fe Public Schools | 1,200 |
| U.S. Government | 1,378 |
| St. Vincent Regional Med. Ctr. | 750 |
| City of Santa Fe | 630 |
| Eberline | 310 |

TAXES: Gross Receipts 4.75%
Real property $43.07 per $1,000 of assessed valuation. Homes are assessed at 1/3 of appraised value.

COMMUNITY FACILITES/RECREATIONAL ATTRACTIONS

| | | | |
|---|---|---|---|
| Shopping Centers: | 5 | Restaurants: | 153 |
| Theatres: | 6 | Movies: | 7 |
| Opera House: | 1 | Libraries: | 3 |
| Museums: | 7 | Country Clubs: | 1 |
| Ski Basin: | 1 | | |
| Race Track: | 1 | | |

Civic Clubs: NUMEROUS
City Sports Program: YES

BUSINESS COMMUNITY/FINANCIAL INSTITUTIONS

Whls/Retl Firms: 602 MFG: 61
Banks: 5 = Total Deposits $343.5 mil.
S&Ls: 6 = Total Deposits $253.7 mil.

| CHURCHES: | |
|---|---|
| Protestant/Other | 53 |
| Catholic | 8 |
| Synagogue | 1 |

CONFERENCE/CONVENTION FACILITIES
Hotel/Motel, Bed & Breakfast, Condos & Vacation Homes: 30
Rooms: 2,000
Convention Program: YES
Convention Center: YES

PUBLIC SCHOOLS

| | | |
|---|---|---|
| Elementary Schools: | 18 | (K-6) |
| Jr. High Schools: | 3 | (7-8) |
| High School: | 1 | (9-12) |
| Vo-Tech | | (9-12) |
| Alternative | | (9-12) |
| St. Michael's High School | | (9-12) |
| St. Catherines Indian School | | (7-12) |
| IAIA | | (7-12) |
| Private & Parochial Schools | | |

COLLEGES

(1) College of Santa Fe
(2) St. John's College
(3) Santa Fe Community College
(4) Northern NM Community College
(5) University of New Mexico Graduate Center

BASED ON THE FORMAT OF THE ECONOMIC IMPACT STUDY PREPARED BY U.S. TRAVEL DATA CENTER, WASHINGTON, D.C.

| | 1979 | 1980 | 1981 |
|---|---|---|---|
| Total visitors to area | $ 922,119 | $ 956,836 | Over 1 million |
| Total visitor spending | 76,628,137 | 95,779,320 | $111,095,000 |
| Visitor-generated payroll | 20,491,855 | 24,783,382 | |
| Visitor-generated employment | 3,587 | 3,958 (Gas Industry Down in Employment) | |
| Visitor-generated local tax receipts | 4,208,733 | 5,260,602 | |

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| | 1950 | 1960 | 1970 | 1975 | 1977 | 1978 | 1979 | 1980 | |
|---|---|---|---|---|---|---|---|---|---|
| City of Santa Fe | 27,316 | 33,394 | 41,167 | 44,900 | 47,000* | 47,900* | 46,689** | 48,899 | 1.4% |
| County of Santa Fe | 38,153 | 44,970 | 53,756 | 62,400 | 64,700 | 65,600 | 66,500 | 75,306 | 2.4% |

* Estimates from Santa Fe City Planning Department

** Special Census, Santa Fe City Planning Department, 5-79

Sources: U.S. Bureau of the Census; Bureau of Business & Economic Research, University of New Mexico.

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RETAIL SALES

| Fiscal Year | | Fiscal year | |
|---|---|---|---|
| 1972-73 | $137,108,000 | 1978-79 | $272,410,867 |
| 1973-74 | 167,693,000 | 1979-80 | 337,000,000 |
| 1974-75 | 184,628,000 | 1980-81 | |
| 1975-76 | 213,300,000 | 1981-82 | |
| 1976-77 | 243,516,000 | 1982-83 | |
| 1977-78 | 251,588,000 | | |

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LODGERS TAX REVENUES COMPARATIVE FIGURES

| | 1980 | 1981 | 1982 |
|---|---|---|---|
| JANUARY | $ 19,946.83 | $ 21,670.95 | $ 26,800.28 |
| FEBRUARY | 21,099.48 | 22,411.19 | 27,814.57 |
| MARCH | 22,938.83 | 29,980.04 | 34,424.84 |
| APRIL | 24,114.82 | 36,115.54 | 35,825.33 |
| MAY | 33,197.14 | 39,806.48 | 42,047.42 |
| JUNE | 40,291.10 | 44,523.82 | 49,989.57 |
| JULY | 51,548.23 | 60,198.43 | 71,000.23 |
| AUGUST | 57,086.40 | 66,435.71 | 74,757.15 |
| SEPTEMBER | 37,137.22 | 46,421.09 | 51,568.26 |
| OCTOBER | 38,640.40 | 45,684.23 | 51,048.95 |
| NOVEMBER | 20,395.49 | 28,008.72 | 28,009.09 |
| DECEMBER | 22,422.49 | 27,095.27 (- 1 motels fees) | 27,025.60 |
| TOTAL: | $388,818.43 | $468,351.47 | $520,311.29 |

SFCC BOARD INTERVIEW COMMENTS - A SUMMARY

A Campus for the Community College?

This is a dream being realized; Santa Fe really deserves a community college. The demand is here - many people have been behind it for a long time.

In the past, parents have had to send their children out of town. Now we will be able to provide the best here at reasonable costs. Competition with other institutions is good. It will benefit students with greater educational opportunity.

How Important are the Various Programs Areas?

First, we should have the core, then the extras. We should stick to the basics. It is useless to build sophisticated programs that are not needed.

We want to begin with a strong core curriculum, rather than a broad weak one.

We must not be scared to try new ideas for courses and methods of teaching and to drop those that aren't working.

SFCC will provide those programs that are needed; instructional programs are first; then programs to increase the skills of employees needed in our city, state and federal governments located here.

What Other Programs Do You Want Considered?

Instructional areas should provide for government needs, computer training, business, teaching, tourism, continuing education, surveying, cartography, police and security training.

Fine Arts - and expansion program or a basis? People are crying for decent facilities (theatre in which to perform). The public is an untapped reservoir. We have there, as resources, talented people, guest lectures, subject matter.

As for the extras, which would more people utilize? The campus should be a nice recreational area where you can take your family. It should have a swimming pool, racquetball, handball and tennis courts, jogging tracks, and auditorium. Maybe a new arts program to keep the old arts alive, such as Santos, retablos, tinsmithing, Spanish Colonial furniture, folk dancing and singing--things of value that we can help keep alive.

Physical Education - there should be basic health courses. We must send students off with this background.

Other: Music, culinary arts, bartending, wine making, hotel managers, travel agents, jewelry making and weaving.

As for the future of a center for seminars and workshops, let the people decide on this. After the first phase is built, say to the people, "Look, here is what we have. Now, how about a Center for Seminars and Workshops."

Other Philosophical Consideration?

We want to aid students in developing an appreciation of their culture and heritage and in learning to analyze ideas and issues in developing their own personal values.

The uniqueness and richness of the local atmosphere adds to the community, and the College, as a whole, should be a mirror image.

We must try to develop and enhance a campus spirit through student clubs, intramurals, and other activities.

Programs must not infringe on private enterprise--but support it. We must ask, "Is it worth it?", "Will it be utilized?", "Will this affect people in a positive way?"

SFCC should be attractive to students who are afraid of failure, who are intimidated by higher education and who can't afford it.

The programs should be affordable. They should be monitored to keep good people interested. There should be a recruitment emphasis designed to reach those people who might not otherwise attend.

What General Image Do You See for This Campus?

The campus should be as attractive as possible--a place to be proud of--it should be becoming to all.

Just by looking as it, you should know you're in a super school.

People should know and feel it is their college.

Whatever it takes, we should search for the uniqueness of Santa Fe.

We need to integrate the values of the community.

We must have a quality campus. We should go with the best right away.

The first impression is so important. It should be clean.

It is important to get a beautiful campus right away--one with landscaping and large shade trees, some green areas, but also utilizing some native landscaping.

Other Architectural Considerations?

Quality should be the highest.

It should be cost effective in the long run and must be able to handle expansion. The architect should look at ways to save money, should consider flexibility.

Quality and flexibility are critical. Multi-purpose type facilities should be considered.

We need to start small and grow rather then keep changing.

Later phases should mesh in with earlier ideas and structures.

The design, location, accessibility, convenience, atmosphere, environment --all are so important. Create something the students and community can identify with, a campus we can be proud of.

It should be on the south side of Santa Fe, on the pinon covered hills. We should consider winter problems, acquiring the right-of-way off a busy highway.

The site should be available to all students and not be way out of town. We shouldn't take something just because it's cheaper. Any piece of property is worth a lot of money.

The design should definitely look like Santa Fe; it should look like it belongs here. It must fit in with Santa Fe. Perhaps a contemporary version of the Pueblo style. Maybe Spanish Colonial.

The architect should not dictate what it will look like, he should react to the client's needs, keep the client involved and not frustrate the concepts clients have.

We will want to interview several architects. They must listen to their clients and have very good reasons for doing what they plan to do.

The campus should reflect a deliberate use of space. Buildings should not be far-flung and should be connected with walkways--covered where necessary.

An open campus with ample space is desirable--one that has no fences and isn't imposing or crowded.

Get going and see where the pressures come from.

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JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

JAN 27 1984

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